DOCUMENT RESUME

ED 351 141 PS 020 914

AUTHOR Van Lue, Elaine
TITLE Enhancing and Facilitating Individualized Learning Capabilities of Kindergarten Students through the Integration of Cost-Effective Instructional Practices.
PUB DATE 92
NOTE 237p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Cost Effectiveness; Critical Thinking; Family School Relationship; *Individualized Instruction; Kindergarten; *Kindergarten Children; *Learning Activities; *Learning Modules; Learning Readiness; *Parent Participation; Primary Education; *Teaching Methods
IDENTIFIERS Developmentally Appropriate Programs

ABSTRACT

This practicum report describes the implementation of a pilot program that used packets of learning materials to incorporate individualized instruction into a traditional curriculum in a kindergarten classroom. Objectives of the program were that 80 percent of students would demonstrate improvement in basic readiness skills, and that 90 percent of parents would consider the activity packets as appropriate and interesting for their child, and would see an improvement in their child's critical thinking skills. The program was implemented over the course of a school year and involved the use of packets of materials that provided learning activities. Packets were designed according to individual students' abilities. Students took home a packet each week, returned it the following week, and described to the class or teacher what they had learned from the packet. Results indicated that all students improved in basic readiness skills as measured by pre- and post-test screening assessments. According to responses to program evaluation forms, more than 90 percent of parents considered the packets appropriate and interesting for their child and saw an improvement in their child's thinking skills. A reference list of more than 250 citations is provided. A collection of 27 appendices presents materials that were used in, or were relevant to, the program. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED351141

Enhancing and Facilitating Individualized Learning Capabilities of Kindergarten Students Through the Integration of Cost-Effective Instructional Practices

By

Elaine Van Lue

Cluster 37

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Elaine M. Van Lue
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY
1992

PS 020914

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described:

Verifier: Sherrill Casey
Sherrill Casey

Principal
Title

Lake Mary, Florida
Address

July 18, 1992
Date

This practicum report was submitted by Elaine Van Lue under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

August 13, 1992
Date of Final Approval of Report

Dr. Roberta Schomburg
Adviser

ACKNOWLEDGEMENT

No one writes a report alone. The efforts of many colleagues assisting, sharing, and giving of their time, effort, and ideas to help conduct the study are recognized. I am deeply grateful for the love, encouragement, and suggestions of my husband, family, friends, fellow teachers, administrators, and instructors in making the project possible.

The pilot program is dedicated to a very special educator and parent, Mildred Mitchell-Freeland. Due to her inspiration, experiences, and loving support, I have created a new vision for a nurturing, educational environment for children.

Elaine M. Van Lue

ABSTRACT

Enhancing and Facilitating Individualized Learning Capabilities of Kindergarten Students Through the Integration of Cost-Effective Instructional Practices. Van Lue, Elaine, 1992: Practicum II Report, Nova University, Ed. D. Program in Child and Youth Studies. Descriptors: Individualized Educational Programs/ Creative Teaching/ Teaching Delivery Systems/ Adaptive Testing/ Informal Assessment/ Learning Centers/ Experiential, Discovery, Multisensory, and/or Adaptive Learning/ Learning Environments/ Parent and or Family Involvement/ Parental Influence/ Cost-Effective.

The writer designed cost-effective, adaptable and developmentally appropriate learning packet activities to meet the differing needs of students in the kindergarten classroom and the home environment. Students chose a learning packet to take home each week and through collaboration with parents, attitudes toward learning and achievement efforts of students were improved. Opportunities for students, parents, and teachers to work together increased the quality of educational activities offered in the home and school.

Materials considered for use were designed by incorporating the logic of children's thinking skills at different stages of development. Positive feedback of student success was provided for students and parents. A $1,000 grant was awarded the writer to purchase additional materials.

Student success and achievement were further increased by parent volunteers assisting in learning center activities offered in each classroom. Parents were trained in the developmental teaching process with appropriate expectations for students. Administrators, teachers and parents were gratified by the progress of meaningful student learning.

Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I do (✓) do not ( ) give permission to Nova Universtiy to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

July 18, 1992 (date)

Elaine M. Van Lue (signature)

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENT		iii
TABLE OF CONTENTS		iv
ABSTRACT		vii
Chapter		
I	INTRODUCTION	1
	Description of Work Setting and Community	1
	Writer's Work Setting and Role	4
II	STUDY OF PROBLEM	8
	Problem Description	8
	Problem Documentation	12
	Causative Analysis	18
	Relationship of the Problem to the Literature	24
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	31
	Goals and Expectations	31
	Behavioral Objectives	34
	Measurement of Objectives	37
IV	SOLUTION STRATEGY	40
	Discussion and Evaluation of Solutions	40
	Description of Selected Solution	51
	Report of Action Taken	60
V	RESULTS, DISCUSSION, AND RECOMMENDATIONS	74
	Results	74
	Discussion	76
	Recommendations	96
	Dissemination	102

REFERENCES 112

Appendices

A STRATEGIC PLANNING COMMITTEE OBJECTIVES . . . 125

B-1 STUDENT ENROLLMENT HISTORY AND PROJECTIONS . 126
2 1991-95 STUDENT ENROLLMENT PROJECTIONS BY GRADE LEVEL
3 SCHOOL DISTRICT'S PROGRAM EXPENDITURE
4 PERCENT INCREASE IN APPROPRIATIONS

C 1 STUDENT ENROLLMENT VS. CAPACITY, 1990-1995 . 127
2 PRESENT AND FUTURE STUDENT CAPACITIES
3 GROWTH IN POPULATION, 1988-2000

D TEACHER'S QUESTIONNAIRE 128

E BRIGANCE KINDERGARTEN SCREENING FORM 129

F ACTIVITY EVALUATION FORM 130

G PARENT/TEACHER SCREENING FORM 131

H END OF YEAR PARENT SURVEY 132

I KINDERGARTEN ESSENTIAL SKILLS CHECKLIST . . . 133

J DEVELOPMENTAL KINDERGARTEN MODEL 134

K THEMES FOR LEARNING CENTERS 135

L CHILD SKILLS CHECKLIST 136

M TRADITIONAL CURRICULUM ORIENTATION 137

N DEVELOPMENTAL CURRICULUM FRAMEWORK 138

O A DEVELOPMENTALLY APPROPRIATE CURRICULUM . . 139

P LIST OF TAKE-HOME LEARNING ACTIVITY PACKETS . 140

Q YELLOW BRICK ROAD INVENTORY, BAR GRAPHS . . 141

R YELLOW BRICK ROAD, FREQUENCY DISTRIBUTION . . 142

S YELLOW BRICK ROAD INVENTORY SCORES 143

T LETTER FOR RABBIT VISIT 144

U JOURNAL OF AUSSIE THE RABBIT 145

V STRATEGIES TO EXTEND STUDENT THINKING . . 146

W SAMPLE OUTLINES FOR VOLUNTEER DIRECTED LEARNING CENTERS 147

X SAMPLE PARENT COMMENTS 148

Y TV COVER LETTER, RELEASE, NEWSPAPER AD . . . 149

Z SCHOOL-WIDE POST OFFICE 150

AA PHOTO ACTIVITY LOG 151

LIST OF TABLES

Table

1 Teacher Questionnaire Results 15

2 Implications of Appropriate Curriculum Support Strategies 62

3 Parents' Contributions to Children's Education 66

4 Values Computed, Yellow Brick Road Inventory 76

5 Subtest Scores, Yellow Brick Road Inventory 76

LIST OF FIGURES

1 A Hierarchy of Home-School Relationships . . . 50

2 Brigance Scores 81

3 Response to Activity Packets 87

4 Student Admission Evaluation 90

5 Activity Packets 94

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The suburban elementary school chosen for this study was located in one of the fastest growing counties in a southeastern state. The community was undergoing rapid change from a rural, agricultural area to an urban center of commerce. During the last five years the surrounding area had been greatly affected by the opening of several tourist attractions and a large number of motels and recreational facilities. In addition, new shopping centers, businesses, and housing complexes were constructed in the immediate area. This growth affected all areas of the community, forcing new land and road restrictions and the redistricting of school boundaries. New households were increasing at a rate of ten percent per year.

At the time of the writer's project, the elementary school had a population of 800 students. The student body was composed of two percent Asian, four percent Hispanic, 13% Black, and 81% percent Caucasian. The local population

represented a variety of family life styles: families with two professional parents, single-parent families, rural blue-collar workers, and those dependent upon government funding for support. Students ranged from affluent, well-educated families living in exclusive housing developments to low-income, poorly-educated families living in housing projects. Approximately two percent of the students received breakfast and lunch at a reduced rate, and seventeen percent received a free breakfast and lunch. Sixty-three percent of the students were transported to school by bus, five percent by day care vehicles, 19% by car, and 13% walked to school. The school changed from a traditional "neighborhood" school to more of a metropolitan institution with additional students bused from an economically disadvantaged community ten miles away.

The school housed kindergarten through fifth grade classrooms, in addition to units for Specific Learning Disabilities (SLD), vision, autistic, Pre-Kindergarten/ varying exceptionalities, and speech. The school faculty included 30 classroom teachers: kindergarten (5 teachers), first grade (5), second grade (5), third grade (5), fourth grade (5), and fifth grade (5). The classroom teachers were supported by: two physical education instructors, two teachers for art and music, a media specialist, guidance

counselor, elementary curriculum specialist, half-time teacher of English for Speakers of Other Languages (ESOL), an alternative education teacher, a clinic assistant, eleven instructional assistants, four custodians, and a lunchroom staff of seven. All teachers on staff held at least a bachelor's degree. Thirty percent of the instructional assistants attended at least two years of college. Ten percent of the school's faculty were Black; 90% Caucasian. The teacher/pupil ratio for the primary grades was 1:27, following district guidelines established for the 1991-92 school year.

The "Educational Philosophy" of the elementary school in the 1991-92 Teacher Handbook was written as follows:

> The first and continuing function of [this school] is to provide opportunities for the fullest possible development of each individual student. Our goal is to provide a purposeful and meaningful education for the children of this community, to meet the rapidly changing needs, problems, and challenges of today's society.

The community's educational philosophy was adopted from the 1990-1991 school's Annual Report (compiled from a survey completed by 40% of the parents). The majority of parents

indicated that the school performed satisfactorily in the overall school program, affirming there was adequate communication between teachers and administration and that the children liked school. The school's Annual Report indicated:

> The [school's] faculty and staff are dedicated to providing the optimum educational opportunities to the children we serve. In pursuing this philosophy, we understand that children have an innate curiosity and a desire to learn. The curriculum, therefore, endeavors to diversify to the extent that each child will be instructed at his/her appropriate level of learning. The philosophy of continuing progress and individualized instruction will help every student realize the full extent of his/her intellectual, physical, emotional, and social potential.

The school was strongly supported by the Parent Teacher Organization (PTA) and volunteer helpers, called Dividends. A good rapport existed between the school and community.

Writer's Work Setting and Role

The school occupies a large nine-acre campus and was designed for a total population of 700 students, grades K-5. Kindergarten and first grades were housed in a new addition,

replacing the original 1925 building razed in 1986. The rooms were "semi-pod", with walls existing between classrooms. A central opening shared by three classrooms provided easy access into each room, and was utilized as a small work space for students. Self-contained classrooms for second through fifth grades were built in long corridors in an "H" design behind the new primary building.

The writer held a Masters Degree in Elementary Education, was certified in early childhood, elementary, and gifted education, and had taught kindergarten through second grades in the district for sixteen years. In the studied school site the writer taught kindergarten for the last five years. An additional ten years of experience was concurrently gained serving as a part-time adjunct professor for a private college/university at a local branch site, teaching college and masters level elementary education and early childhood methods courses. From 1981 to 1989, the writer also wrote and taught training classes for day care workers in the tri-county area in language arts, science, mathematics, and parent conferencing. The classes were offered through the Child Care Department of the local community college.

As a classroom teacher and grade-level chairman for the five kindergarten classrooms in the school chosen for the

study, the writer's role was to organize, coordinate, and assist in the implementation of the curriculum for the entire grade level. Team Leaders' responsibilities, as stated in the job description, were as follows:

1. Communication between administration and team members;
2. Communication to parents of grade level;
3. Supplies for grade level;
4. Inventory of grade level textbooks;
5. Articulation between grade groups and specialists;
6. Morale;
7. Active participant in committee responsibilities;
8. Oversee instructional assistant;
9. Grade group schedules.

Scope of responsibility: team members and instructional assistant for team.

The practicum involved 27 heterogeneously-grouped kindergarten students in the writer's classroom. The additional kindergarten teachers at the site, as well as parents, were also encouraged to participate in the project. The goals of the superintendent that kindergarten and the primary grades should be based upon a child-centered, developmental curriculum was initiated for the first time by the school district during the 1990-91 school year to replace

the lock-step traditional model advocated previously.

The integrated curriculum approach, a philosophy honoring the process of learning as well as the product, was beginning to emerge throughout the district. In order for the approach to be successful, teachers must plan with students in the classroom as well as with teachers in the same grade level, to brainstorm and establish long-range goals. Pupil achievement is maximized. Current research to defend the use of this model has become more prevalent the last five years. An awareness of the developmental processes and how to adapt appropriate elements for individual students was imperative for effectiveness in implementing the integrated approach.

Fulghum (1990) maintained in his study that quality depends more on what's going on at home than in the school, and more of what is going on in the student rather than the teacher. In the work setting for this practicum, criteria for a high-quality early childhood program as defined by Fulghum should be researched and implemented. Strategies for effective teaching, promoting social and emotional, as well as cognitive developmental abilities of children will be considered in order to improve the educational practices currently used at the school.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

State and district budget cuts for the 1991-92 fiscal school year resulted in larger teacher/student ratios per classroom; one teacher was hired per 27 students, rather than the recommended 1:23 ratio, for kindergarten through second grade. The school district for this study ranked 67th of 67 districts in the state, the lowest district in money allocation per individual student. Schools in communities dependent on local property taxes but without property wealth are doomed, according to NEA Today (1991), and lowered to second class status. The district chosen for the practicum had a small amount of industry, resulting in a low tax base for school money allocation. The problem of a larger classroom size of at least 27 children with one teacher and few materials could not be ignored.

Due to demographic changes in the writer's district, "at-risk" children were a central core of the school enrollment. Common characteristics shared by at-risk students lacking in school success (also defined as underachievers, low performers, culturally deprived, or educationally handicapped), were low socio-economic backgrounds, with single parents, and/or a large

family. Many factors contributing to this profile could not be changed, but techniques for adapting inexpensive curriculum materials and activities to continue high-quality learning could be researched and determined. The kindergarten classrooms consisted of diverse, multi-lingual, multi-cultural students with average and exceptional needs.

The writer's classroom for the previous year, 1990-91, consisted of numerous at-risk students, including one partially-sighted and hyperactive child, three emotionally handicapped students, and two mentally deficient. Because students were grouped homogeneously, each kindergarten classroom had students with diverse needs classified as gifted, average, or with developmental deficiencies that would not be evaluated by formal assessments until later in the year. The abilities of students in each classroom were varied and unpredictable.

Students attending public school for the first time and requiring special services are not staffed into support programs until later in the kindergarten year. The typical early childhood classroom is not equipped with special materials to support the needs of students with unique academic strengths or deficiencies. One provision by the district to add supplemental materials to the regular classroom was a Teacher Resource Library, serving a tri-

county area but located 15 miles away in another county. When a student with exceptionalities was mainstreamed in the classroom, materials could be borrowed from the Resource Library for one month.

One of the objectives of the newly formed Strategic Planning Committee from the studied school district (Appendix A) specified the development of Individualized Educational Plans (IEP's) for all students in the district. At the time of the practicum, the procedural plan for such implementation was being studied by a committee, to be determined at a later date. When the plan is implemented, all teachers will be required to individualize the curriculum for each student. Womack (1989) clarified the individualized mode of instruction (also termed programmed, self-paced, performance-based, or mastery instruction) requires a teacher with a broad understanding of curriculum and students possessing initiative and responsibility to learn through involvement in self-pacing activities. Differentiation of modalities is also defined in the model utilizing individualized instruction. Such an approach is only tried by the adventuresome, and little information has been written about appropriate models for the kindergarten level.

The two main forces which determine the growth and development of children are the school and the home.

According to Forehand (1986), there is support for the existence of a relation between school behavior and the home environment of students. Both academic performance and externalizing problem behaviors in school were found to be related to and predicted by the parent-child relationship and/or maternal depression in the home setting.

"The family serves as the primary initial context within which children learn appropriate and inappropriate interaction styles" (p. 1528). The traditional family structure with the father as the only provider and the mother at home with the children exists in small number. In spite of changes in the home structure, seeds of academic performance and personal well-being are nourished at home within the existing traditional or non-traditional family unit. The interactive styles of non-traditional families should be studied in order to further understand and evaluate the needs of children from differing home environments.

Parents want and need to be involved in the child's education but may be unavailable due to career demands or lack of knowledge concerning "how" to help. Research literature revealed that a contrast between a child's experience at home and experience in school affected the child's social development and academic achievement. Students from poor, marginal families described by Holman

(1985) were likely to enter school without adequate preparation.

The problem of meeting the differing needs of students in an overcrowded classroom and in the home environment required research to determine ways to customize, design, and implement cost-effective learning materials for adaptable instruction. Creative ways to meet individual needs of students from varied backgrounds were needed in order to develop a learning environment in which individuals could flourish in spite of unique differences. Strategies to strengthen student skills, as well as individual motivation and interest, would be determined. Such projects become necessary since the classroom teacher of today faces compounding new problems. Society expects more to be done by schools with less resources made available. Students of low socioeconomic status (SES) enter the classroom having experienced mistrust, apathy, and despair rather than trust, hope, and achievement (Eddowes, 1989).

Problem Documentation

State and District budget cuts for the fiscal year, 1991-92, limited the already low dollar allocation per student, as well as supplemental funds available for the purchase of additional learning materials. Considering the

factors researched in the district enrollment history and projections, (Appendix B 1-4), the statistics of the target school and district regarding student appropriations and expenditures revealed the need to expand the instructional support system for students. Curriculum development requires large investments of time and money but usually ranks as a low priority in budget-watching school districts.

An interview with the County Curriculum Coordinator, Griffin (1991), verified that demographic shifts within the school district presented a more diversified student population, requiring critical, comprehensive services (Appendix C 1-4). Also, the increased enrollment of mainstreamed students, as well as students not yet staffed into special service programs, required different teaching strategies than those used in the traditional classroom designed for an average child in the ideal classroom of 23 students. Due to these facts, the classroom teacher must be cognizant of adaptable, appropriate strategies and programs to meet the increasingly varied needs of students. According to Hughes (1986), children have the ability to grasp difficult concepts, when ideas make sense and are presented in interesting ways. Good and Brophy (1987) claimed many classrooms have students with serious and continuing problems

requiring individualized treatment beyond what is possible or available in the average classroom.

Regular classroom teachers may not have special training or materials for dealing with serious personality or behavior disorders. Teacher Questionnaires developed by the practicum writer, surveying kindergarten teachers from 20 of the 28 schools within the school district for the study (Appendix D), revealed the following as very important: teacher's classroom management skills and student involvement in classroom activities - 100%; establishing a facilitative environment - 90%; adapting instructional materials and strategies to meet the individual developmental needs of students - 85%; and, additional teacher training and parent involvement - 80%. Only 50% of the 20 survey respondents classified the curriculum being used as child-centered, rather than teacher-directed. Many teachers claimed to be striving to become more child-oriented teachers, but lacked time and training to learn the necessary strategies (Table 1).

Table 1

Teacher Questionnaire Results

Statements Polled	Very Important (%)	Somewhat Important (%)	Not Important (%)
1	70	30	0
2	100	0	0
3	80	15	5
4	90	10	0
5	75	25	0
6	85	15	0
7	75	25	0
8	100	0	0
9	80	20	0

There are many factors eminating from the American way of life that influence the modern family and may cause negative, stressful, and emotional responses by the students and/or parents. Parents often seek guidance and support from teachers. Cutright (1989) reported in a National Educational Association (NEA) conducted survey, that over 90% of the teachers wanted more parent involvement. In 1986, the Department of Education issued a report stating that what parents do to help their children learn is more vital to academic success than family affluence. Yet, educators seldom receive training in helping parents to cope with the many difficult roles of parenting.

Stressed, disadvantaged youths discussed by Ralph (1989) were especially sensitive to the quality and details of

school experiences. The stress of everyday living is destroying the stablizing and protective social bonds linking members of the family unit. Children are growing up alone and, as Dimidjian (1989) implied, are relying on the support and protection of the peer group, resulting in being further away from the care of parents and teachers.

The United States, as determined by Reed and Sautter (1990), has the highest rate of child poverty among industrialized nations, nearly three times that of most other economically advanced nations. In 1989, Cavazos, the United States Secretary of Education, elaborated:

> Twenty percent of all school-age children are living in poverty. Of every 100 children born today, 20 will be born out of wedlock, 13 to teenage mothers, 12 to parents who will divorce before the child is 18, 15 into households where no parent is employed, and 15 into households where income is below the poverty level. Before their adulthood, the families of 25 of these babies will have been on welfare at some point. It is estimated that by the year 2000, as many as one-third of our young children will be disadvantaged and at-risk (p. 8).

Cavazos further commented that children born into poverty miss out on prenatal care, a nourishing diet crucial

to early physical growth, and are undernourished in intellectual and emotional experiences as well. The parents of at-risk children have few resources, few developed skills, and are possibly illiterate or in poor health. The poor, underclass, disadvantaged, and forgotten observed by Parish, Eubanks, Aquila, and Walker (1989) are educated to become adult members of the underclass - the disadvantaged and the forgotten. High numbers of broken homes and working parents, as discussed by McCormick (1990), reduce the amount of influence children receive from the home.

Some parents have become increasingly isolated from the lives of children for many reasons. The roles of a parent are demanding, especially if the caregiver is the sole parent in the home. Parents experience uncertainty, fatigue, isolation and restrictions. The parent is educator, consumer, worker, nurturer, community member and an individual. Observations by Bell (1988) determined, "Even the best of schools can't compensate for failure in the home which is the root of the decline in student achievement" (p. 7).

Parents available to volunteer for work in the school were not encouraged by the district to assist in the same classroom as their child, except for participation in field trips as chaperones or as a host/hostess for class holiday

parties. Informal interviews by the writer with parents verified the discouragement of helping at school when not allowed to assist in their own child's classroom. Research in the U.S., according to Bloom (1981), described the home and school as mutually reinforcing environments developing higher levels of student educational and social development. If home and school environments are contradictory, however, a child's development will be slower and more erratic. Greater consistency in child-rearing techniques should be encouraged in the two environments. As a part of this study, a request for a change in the parent volunteer policy would be requested. The problem areas of concern for the practicum involved the diverse enrollment due to demographic changes of the district, insufficient funding due to the low-ranked tax structure, and less support available for materials, resources, teacher, and parent training.

Causative Analysis

Greater school productivity is considered by Guthrie (1986) as a national concern. Many restructuring efforts of the past reported by Tewel (1989) have not reached the students in greatest need. The focus of reform emphasized by Lanier and Featherstone (1988) must be on the quality of learning. Timar and Kirp (1989) mentioned, "Policies designed to reform education are not better than the schools

that implement them. Therefore, the target of state policy must always be the individual school" (p. 14). Due to the lack of industry in the district of the school chosen for this study, the tax base for school appropriation was low, indicating solutions for funding and change would have to be found from outside sources. When school districts do not contribute financially to provide professional inservice training for staff members or development of alternative programs, Dorrell (1989) remarked a positive impact on dropout rates was difficult.

Strother (1985) acknowledged emphasis of the federal law. PL 94-142, also insured the equal treatment for all school children, mainstreaming the handicapped, bilingual, and gifted. The classroom teacher must deal with students of varied characteristics, meeting needs of all in a heterogeneous group. The educational system needs to provide more worthwhile resources, tools, and techniques for acquisition of knowledge in areas of students' difficulties.

The appropriateness of the curriculum to the needs of young children was determined by Peck, McCagy, and Sapp (1989) as a more important factor than entry age. Age appropriate experiences, according to NAESP (1990), refer to activities in an environment that match a predictable stage of growth and development - physical, social, emotional

and cognitive. Brooks (1986-87) stated, "Most curriculum development occurs with little or no attention paid to the developmental abilities of children. It is for this reason that much of what is taught to children is not learned by them" (p. 65). Kindergarten curriculum is no longer colors, coat racks, and cooperation but is now projects, papers, and paradigms. Instead, O'Brien (1989) suggested kindergarten should be a period for experiential learning - allowing socializing, sharing, and even silliness to be as important as reading, math, and science. The most critical element in the early childhood classroom as identified by Delano (1992) is the interaction between the teacher and children, the teacher asking questions, providing resources, and summarizing progress.

Elkind (1988) stated, "The boom in early childhood education is, it very much appears, becoming a boom in miseducation" (p. 12). The trend has been toward skill-based kindergartens replacing the former programs of play for social adjustment. Not all five-year olds, as recognized by Maehr (1990), are mature enough for standardized worksheets and traditional first-grade work. Concentration on academic skills, as evaluated by Schweinhart (1988), may attain achievement but social skill development may be sacrificed.

American family life and child rearing practices have

changed since the majority of mothers of young children have entered the work force. Supplementary child care outside the home has become an essential element in the life of a young child. This change in the family unit is a contributing factor to the at-risk profile. In regard to parenting, Dreikurs (1987), claimed:

> The problems that our children present are increasing in frequency and intensity, and many parents do not know how to cope with them. They realize that children cannot be treated as they were in the past; but they do not know what else to do ... The variety of conflicting suggestions thrown at parents provides more confusion than direction ... (p. ix).

Clark (1985) studied how domestic lifestyles affected achievement of children in school, finding family units in the same neighborhood can have widely disparate organizational structures, which produce qualitatively different talents, dispositions, and abilities in children. Another change in the family structure is caused by the high divorce rate. Divorce, as judged by McCombs and Forehand (1989), is a stressful event for children, affecting academic performance. Factors listed by Shreeve (1985) as present in the single parent home were: poverty (leading

to anxiety, poor health, absenteeism, lowered quality of life); emotional stress (leading to reversal of academic progress, restlessness, lack of concentration, sadness, depression, loss of friends, low self-esteem); and, discrimination of stereotyping.

The National School Board Association, as revealed by Reed and Sautter (1990), defined the conditions or elements relating to at-risk students included student absenteeism, poor grades, low test scores in math or reading, chemical dependency, boredom, and family mobility. In 1989, Ralph suggested at-risk students were likely to leave school without adequate basic skills. Children born into poverty miss out on quality care. Parent "stressors" identified by Dimidjian (1989) were:

> Adolescent parents who are so preoccupied with their own maturing and its complex demands, working parents struggling to balance the demands of children with personal and professional agendas, their own maturing and its complex demands, competitive parents who see the outline of college acceptance/rejection in the first school reports on a child's progress, anxiously older first-time parents who worry about each indication of difficulty their growing child shows to such a degree that the child learns to inhibit signals

> of need or distress - all these parent stresses and many more are described by teachers of the young today. From their individual contacts with children, teachers validate the growing numbers of self-destructive acts that indicate that the threshold for coping has been passed (p. 29).

According to Sleeter and Grant (1988), low-income parents face many barriers to active involvement in schools. Those barriers include work schedules, feelings of intimidation by educators, and daily survival problems. Many parents observed by Tulley (1988) remember having had negative experiences in school and may have problems with authority or feel midunderstood by the teacher. Cole (1983) attributed lack of parental involvement to the parents' feeling of being unwelcome, and the lack of skills and information to make an impact on the school system. Many Black parents become disenchanted and withdraw from the educational process completely.

Gray, a veteran teacher in the Chicago schools (cited in Reed and Sautter, 1990) indicated that poverty leads to more problems than lack of basic academic skills needed to succeed in school; many disadvantaged children do not have an adequate self-image or the belief in achievement. Pierce, 1989 Alabama Teacher of the Year, stated that self-esteem and

family involvement are twin foundations in learning, as well as weapons against the pressures children face later. "If a child comes from a home where education is valued, the child will value education. If children feel good about themselves, they can make a decision about what's good for them" (cited in Harbaugh, 1990, p. 45). The primary components of the problems existing at the target school entailed demographic shifting, lack of district and local-level funding, causing limited support in school policies for resources and teacher/parent training.

Relationship of the Problem to the Literature

According to Sava (1990), reinventing childhood is America's most neglected school reform. There is a deluge of state mandates and task-force reports planned to correct deficiencies. The Committee for Economic Development (1985) reported, "The earliest stages of educational development are where we will receive the best return on our investment in education" (p. 7). The United States was reported by Lewis (1987) to have spent $264 billion in 1986 on education for children over six; only $1 billion was spent on the education of younger children.

Particular problems observed by Tyler (1987) that must be solved in order to improve academic learning are different in different schools. Students' families in the U.S. vary in

geographic conditions (urban, rural, or suburban settings) and ethnic and socioeconomic backgrounds. Schools also differ in the amount of financial resources that are allocated for use; educational interests and backgrounds of students; knowledge, skills, habits and attitudes of the teachers; and the family and community systems that support and encourage school learning. Therefore, schools seldom share the same common problems. Lieberman (1988) remarked, "Diversity is the norm. The kinds of problems that plague some school districts have never been raised in others" (p. 649).

All the money and effort expended for educational reform as recognized by Berlinder and Casanova (1985) will have only limited benefits, particularly for poor minority students as long as the underlying developmental and social issues remain unaddressed. Weikart (1984) stressed that provision for early education as prevention is cheaper than to pay for more costly social remediation later. The establishment of high-quality programs will only be accomplished with the support of both educators and the public. Quality in teaching and learning in the elementary school is acknowledged by Bloom (1986) as the key to achievement in middle and secondary schools.

When considering school climate and environment,

Schlechty (1990) indicated, "The problem is that schools today are expected to take on tasks that they have never been held responsible for before" (p. xviii). In 1989 Doll described the school as a miniature of the society nurturing it, teaching essentially the expected values of the supporting society or culture. School should be a special environment for young students to learn quality social interaction skills along with academics.

The early years are claimed by Kagan (1989) to be a period of great opportunity. A universally accepted goal regarded by Eddowes and Hranitz (1989) is to get children off to a good start. Effective, flexible curriculum models based on child development principles are needed for long-term gains in intellectual, social, emotional, and life-coping abilities. The current interest in early childhood programs explained by Mitchell (1989) stems from the following four different sources:

1. The increased demand for child care due to growing numbers of working mothers;
2. Concern about present and future productivity, international competitiveness and changing work force;
3. The centrality of child care, moving mothers off relief and into the labor force; and,

4. Evidence that high-quality early childhood programs develop long-term positive effects for disadvantaged children (p. 667).

In 1989, Doll listed the effects of social order on the individual learner to be: worth of study and learning; ethnic or national background; family in which reared; neighborhood, occupations of people one knows; cultural level; and, aspirations of associates. Nolte (1988) concluded a new system is needed to insure each child's ability to establish a bedrock identity to withstand increasing pressures in a hostile world. Studies described by Pollack and Bempechat (1989) which demonstrate a wide range of educational, familial, and social influences can either put children at risk of educational failure early in life or assist in overcoming disadvantages later in school careers. Observations of research over the past 30 years by Bempechat and Ginsburg (1989) indicated that the home, school, or community can be the source of insufficient educational experiences that contribute to educational disadvantage.

Child rearing as described by Lemlich (1984) differs according to the life style of the social class of the child. The family is the main agent in the socialization of the child (religious, cultural, occupational, race, social

class, family name, nationality, and ethnic affiliation). Interests are motivated by the home environment; status and aspirations are learned from the family. Interactions with all family members influence future behaviors. Stability of the family affects academic achievement.

Problems in the "reconstituted" or blended family, as defined by Dawson (1981), include:

1. Children from one-parent households have lower levels of socio-emotional development and academic achievement;
2. Students from two-parent families have higher reading comprehension levels than students from one-parent families;
3. The academic achievement of Black children in one-parent families is lower than that of White children from similar families;
4. Boys are more affected by divorce and manifest more "acting out" behavior than girls;
5. Low income, which is characteristic of one-parent families, is a factor in the probability of daughters dropping out of high school;
6. The female head of the household is often less skilled and educated than the average man; yet, she acquires custody of his children; and,

7. The father's role (or lack of it) makes a difference in children's behavior, especially boys.

As verified further by Leigh and Peterson (1986), "Divorce often retards the development of social competence by adolescents, causing problems in school, career planning, and in some cases, precipitating juvenile delinquency" (p. 335).

Fischer and Lazerson (1984) maintained all children are motivated to learn, but are strongly affected by the attitudes of parents, parent interest in child's performance, and amount of time spent actively together. The more sensitive mothers are, the more competent and sociable the children; there must be constant interaction - mutual influence between the parent and child. A consistent theme throughout the literature reviewed was that parents are the child's greatest asset. According to Garbarino (1982), competence is developed in childhood with families playing a large role in the process. Overall family environment variables observed by Bodner-Johnson (1983) were found to be the better predictors of academic achievement than were demographic characteristics.

Combs (1988) stated a child is made at-risk for no reason when what is wanted to teach is imposed and what the child has to learn is ignored. Three primary reasons named as to why education has not changed were:

1. Concentratation on things rather than people;
2. Solutions sought from the same, tried, old assumptions; and,
3. More accurate assumptions are needed from which to begin (p. 17).

There is research support for the existence of a relation between school success and the home environment (Forehand, 1986; Chapin & Vito, 1988; Kalinowski & Sloan, 1981; Lindner, 1988; Henderson, Marbarger & Ooms, 1986).

Shanker (1990) verified, "Our persistent educational crisis shows we've reached the limits of our traditional model of education" (p. 345). Cultural diversity and differences in learning abilities demand teachers willing to experiment with alternative solutions and innovations. Good education, according to Delano (1992), "... is what is appropriate at a child's present age and level of learning. Early learning occurs in such spurts and spirals that it is impossible to establish reliable time frames. The objective of education should be to maximize a child's learning at every level" (p. 25). Alternatives to the present traditional educational methods will give children a more inspiring, humane education.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

For the study, the writer hoped to research and develop a cost-effective pilot program that would incorporate and integrate individualized instruction into the current traditional curriculum. District requirements would be met as well as the social, emotional, cognitive, and psycho-motor needs of the targeted kindergarten students. Special characteristics of various, proven educational programs would be considered in the educational planning of learning activities for the supplemental pilot program. A change in the classroom environment would be expected since learning environments can be important tools in guiding students to become independent learners, problem solvers, and decision makers. The practicum writer would also hope to locate or create special learner activities for the project which would offer choices and foster the joy of learning, while expanding the kindergarten child's knowledge of basic readiness concepts.

According to Marzollo and Sulzby (1988), if children are presented with developmentally inappropriate expectations, the atmosphere of failure results in reluctant learners. Therefore, the practicum writer's first goal would be to

critically examine available approaches in an effort to choose the most developmentally appropriate objectives for the targeted group. NAESP (1990) defined developmentally appropriate as "offering content, materials, and methodologies that are commensurate with the child's level of development and for which the child is ready" (p. 59).

Young children's developmental patterns of learning emphasized by Sulzby and Teale (1985) are actually very different from what is traditionally perceived as normal "readiness". Regarding teaching, Armstrong (1987) expressed, "It is nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry" (p. 3). In the 1,000 classrooms surveyed by John Goodlad, students were not asked to build, draw, perform, role play, or make things to exercise the portion of the brain devoted to new learning. The area of the brain that thrives on worksheets and teacher lectures probably makes up less than one percent of the total available for learning. In 1989, Ralph verified learning depends on the stimulation and resources of the classroom. With such cautions in mind, the writer would seek out appropriate approaches and expect to design a pilot eclectic program with developmental needs in mind.

For meaningful learning, Goffin (1989) stressed learning

centers should be organized as extensions and elaborations of children's current understandings and interests. Frank stated, "Through play, children learn what no one can teach them" (cited in Feeney, p. 97). All activities for the practicum would be designed with expectations of developing and extending the students' reasoning capacity and thinking skills. By applying skills in a wide variety of situations, student transfer of learning to all subject areas could be encouraged. Small-group learning activities with parent involvement in the classroom, in addition to individual learning activities that could be taken home each week would also be included in the study, in order to address the need for maximum parent involvement.

A home setting component would offer alternatives to the crowded classroom which at present offered a minimal amount of time for students to explore and investigate materials. According to Katz (1988b), a current problem in early childhood curriculum is the fragmentation of children's time for work, not allowing for flexibility, extended work, or sustained effort in activities of interest. Parent interactions might help to make learning unhurried and more meaningful for each child. Enhanced motivation, skill development, and improved performance by students could result with parental assistance. Parents would need to be

introduced to and acquainted with developmentally appropriate practices for students.

Enhanced educational experiences made more sensitive to students' individuality and involving more parent participation might improve the educational reform process in the district and school by raising the educational proficiency and achievement of individual students in the kindergarten classroom. To be effective, teaching activities under consideration would need to incorporate the logic of children's thinking skills at different stages of development. A combination of centers and independent projects, as verified by Campbell (1991), might be the way to create a balance of structure and flexibility needed at the writer's target school. Skills developed in the classroom learning centers could be applied in personal and relevant ways and reinforced by home activities scheduled each week. Multiple skills and abilities could be monitored and improvement expected in all students as determined by the Brigance readiness screening instruments (Appendix E) and informal observations.

Behavioral Objectives

In order to produce proficient, achieving students using limited resources, cost-effective teaching strategies will be researched and designed. A balance of the

best methods for meaningful learning from varied teaching approaches will be considered and implemented into an instructional plan that will encourage confident, independent learners, problem solvers, and decision makers. Individual pacing and abilities of students will also be considered in order to develop the optimal, potential reasoning abilities of students.

Specific objectives chosen for this practicum were as follows:

1. Over a period of eight months, 80% of the students in the studied classroom will demonstrate improvement in basic readiness skills as measured by the Brigance criterion-referenced screening assessment, used as a pre-and post-test (Appendix E).
2. Ninety percent of the parents/caregivers will consider the project activity packets appropriate, valuable, and interesting to the child. This will be determined by the parents'/caregivers' positive responses on the Activity Evaluation Form (Appendix F), a checklist included in each learning activity packet shared at home weekly. The criteria used to determine the worth of the activities will be a positive response by the parent to each of the three survey areas: appropriateness, value, and interest. Responses must be positive in all three

categories (appropriateness, value, and interest) for the activity to be considered worthwhile.

3. A comparison of the parents'/caregivers' evaluation of the child and the writer's evaluation of the child will be made at the beginning of the project. Ability in academic skills in the following Brigance curriculum categories will be comparatively rated:

   Color recognition, picture vocabulary, visual discrimination, visual-motor skills, gross motor skills, rote counting, identification of body parts, following verbal directions, numeral comprehension, printing personal data, syntax and fluency (Appendix G).

   Agreement will be determined with a ninety percent accord between the author's and the parents'/caregivers' evaluations, using the Brigance screening instruments.

4. Ninety percent of the parents/caregivers will see improvement in the child's critical-thinking skills, decision-making, and problem solving abilities as determined by responses on the Activity Evaluation Form (Appendix F) and a parent survey taken at the end of the study (Appendix H). The criteria that will be used to determine parental effectiveness will be positive

responses on 90% of the Activity Evaluation Forms and End of Year Surveys.

Measurement of Objectives

Research supported the predictive validity of teachers' observations and ratings of students because teachers can observe students in a variety of situations over an extended time period. In this way, motivation, frustration, and tolerance are also determined. The skills of the kindergarten students in the practicum would be evaluated by the Brigance criterion-referenced screening assessment at the beginning of the eight-month period and again, with the same form, at the end of the 8-month period (Appendix E). Brigance Inventories meet validity and reliability criteria for test construction as clarified by Bryan and Bryan (1986) and provide information needed to plan an educational program for an individual child. Administration of the inventories would not require special training, but would be more useful if the screening administrator was acquainted with the essential kindergarten curriculum skills required by the district (Appendix I).

Data from the parent/caregiver Activity Evaluation Form (Appendix F) would help indicate the appropriateness, value, and interest shown by each student in the activities chosen. All students would be expected to achieve the same

readiness concepts, but to different degrees.

Parent knowledge of a child's abilities would be determined for the study by tabulation of responses on the Brigance Parent's Rating Form and a comparison of responses to the Kindergarten Admission Form given at the beginning of the study and administered by the writer. Although the items on the Brigance rating forms were written in objective terms, to minimize value judgments, the parent's scores would naturally reflect subjective judgments. Knowledge of how the parent assessed the student would be important in determining deficits or problem areas that could be discussed further with the parent. The degree or affect of the parents' role on each student's ability in critical-thinking, decision making, and problem solving might be determined from compiling comments from the parent checklist enclosed in each home learning activity packet, as well as comments from a parent survey to be conducted at the end of the study. The child's abilities needed to be understood by the parents and teacher in order to prevent imposing concepts on the child prematurely.

The frustration of wanting to provide the most appropriate environment for children without proper support has motivated the writer to seek other means for help to remedy the situation. In order to address the many needs of

students in the overcrowded classroom, parent involvement will be maximized as a major goal for the practicum. Factors to improve and promote student conceptual learning need to be defined and implemented in order to improve the educational climate and procedures at the studied work setting.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem addressed in this practicum was providing an appropriate, high-quality learning environment, using limited resources in an overcrosded classroom of students with diverse needs. Methods to customize, design, and implement appropriate, cost-effective learning materials to meet individual needs of students for the study were researched and evaluated by the practicum writer. Activities were reviewed for student learning packets that would incorporate individualized instruction into the regular kindergarten curriculum, and continue to foster the joy of learning. Expansion of children's knowledge of basic readiness concepts remained a research priority as well. Solutions considered that were applicable in the work setting for the study included the effective elements of: appropriate practices, the learning environment, school curriculum, methods of instruction, and parent involvment.

Appropriate Practices

Summarized views of theorists such as Dewey (1938), Piaget (1936/1952), Erikson (1963), Montessori (1964), Kamii (1984), and others have addressed concerns for the developmental needs of children. Animal deprivation studies,

as well as studies of the effects of poor institutional care of human infants or inadequate parenting, have provided prime sources of information concerning proper child care. The implications for utilizing any content and/or standards from quality programs were thoroughly researched before considered for planning and implementation in the study.

Performance-based education is efficient and appropriate for ready-made information, but the approach is not consistent with the active intellectual nature of learners. Piaget advocated active, constructivistic learning rather than passive, receptive learning (cited in Jacob, 1984). Learning should be influenced, but not accelerated. The NAESP (1990) standard, "The school is ready for the children, rather than expecting the children to be ready for the school" should be examined (p. 16).

The normal behavior of young children is highly varied. Young children are unsophisticated in generalizing from one situation to another and are novices in testing behaviors. Many factors can lead to inappropriate testing results such as cultural differences or mental immaturity. During testing, the young child may not be able to demonstrate what is known and may not perform at expected potential because of difficulties in not only using pencils or other markers but also reading, writing, responding, and

comprehending certain abstract symbols used as test measures. Separation anxiety, the time of day for test administration, and rapport with the examiner may all distort results, especially with young children (NAYEC, 1988).

Teaching for testing misses a lot of what children should be learning, limiting what can be learned. A child at the age of five, as described by Katz (1988a), can understand some things, but not others. To be effective, curriculum must consider two dimensions of development: normative (what children can and cannot do at different ages and stages) and dynamic (the effect of early experience on later functioning). Even if a child can do something, that does not necessarily mean the activity is appropriate.

Rote learning is not learning. In order to learn, a child must interact with the environment. All knowledge is a construction from the child's actions. Certain concepts cannot be taught at just any level, since the effect or lack of various experiences can limit the ability of a child. Young children, as indicated by Kantrowitz and Wingert (1989), learn best through active, hands-on methods. Small children placed in front of workbooks, or sitting at desks all day is the traditional method. The most effective way to teach young children is to capitalize on the natural inclination to learn through play.

Essential strategies to meet the needs of gifted students, determined by Ginsberg and Harrison (1977), are: (1) individualization - catering to, recognizing, and appreciating individual differences; (2) interpersonal regard - teacher/child demonstrating mutual respect and trust for each other; (3) creativity - ability may be expressed in different ways with encouragement in varied use of talents and intellectual experimentation); and, (4) group activity encouraging social development and aiding learning.

Planning a program to include students of the classroom with specific learning problems involves adapting the curriculum for the students' abilities and/or disabilities. Knowledge of different ways of organizing educational programs in special physical areas of a room is helpful to the classroom teacher. Improvement of school success of at-risk children discussed by Reynolds (1991) is successful when mediating factors are timely and multifaceted.

The student with a learning problem as perceived by Hallahan and Kauffman (1988) needs special individual tutoring in the area of disability. The presence of a resource teacher determines the extent of instruction assumed by the classroom teacher. It is difficult to treat a broad range of children individually, as explained by Charlesworth (1989), especially when many function below the levels

expected by fixed state, district, or local standards.

The Learning Environment

Children, as observed by Chenfeld (1988), need an environment of encouragement and inspiration, with role models, time for play, pretending, exploring, experimenting, and wondering. Students need time to develop special rhythms at an individual pace in a safe, supportive setting with a gentle, loving, and nurturing adult. Skills should be applied in a wide variety of situations. In 1991, Fish reported the district in which the practicum occurred had 2,000 additional students enrolled, creating the need for 152 additional teachers that could not be hired without a budget increase. Large classes mean education suffers due to less attention to individual students, causing increased discipline problems.

In order to work with large classes, Borich (1988) suggested instructional procedures should be varied each day. Students needing more special attention for learning needs could be combined in similar small groups, offering tutorials or peer teaching when possible. Students capable of working independently should be allowed to do so when possible. Learning centers function like peer tutoring and heterogeneious groupings when they are carefully thought out and made relevant to the objectives of the curriculum

Administrators and teachers as perceived by Cuban (1989) can create schools and classrooms that build attachment in students toward completing school, increase the desire to learn, build self-esteem, and enhance academic performance by considering size, commitment, flexibility, and making school a supportive environment to increase self-esteem and achievement. Other directions teachers can consider to motivate students are applying improved practices for effective teaching along with approaches for building strengths of children, and provisions for mixed-ability and multiple groupings within the classroom. Regarding the relationship of self-esteem to classroom achievement, Good and Brophy (1987) considered self-concept to be dependent on behavioral success of school work and the student's perception of progress. Students work harder if given responsibility for learning.

The School Curriculum

When a child can think conceptually, he is able to internally represent events; symbols for objects not present can be substituted with meaning. According to Wadsworth (1989), the most important and most revolutionary implication of Piaget's theory is that children construct knowledge from their actions on the environment. Characteristics of a typical five-year-old child in the "preoperational"

period involve two stages, the preconceptual phase followed by the intuitive phase - using sense impressions and perceptions rather than logic for solving problems.

Significant research revealed by Hirsch (1987) suggested learning activities should be concrete, real, and relevant to the lives of young children. Children exhibit a higher level of engagement when teachers are less directive, when environments are created with a rich array of concrete materials, and when time is provided for children to explore materials (Schweinhart, 1988; Day & Drake, 1986; Phyfe-Perkins & Salomon, 1988). Wadsworth (1989) emphasized, "Most Piagetians believe school experiences can have a major impact on children's acquisition of knowledge if teaching practices are brought in line with children's ways of learning" (p. 167).

Many ineffectual teachers lack a working knowledge of child development and have strong feelings of insecurity when held responsible for handling children in the classroom. The school curriculum, as appraised by McKeen and Fortune (1987), should be developed purposefully with a carefully designed plan to provide the learner with skill in the processes of inquiry. Child-centered teaching, as described by Castle (1989), requires a strong knowledge base in child

development, learning theory, family dynamics, and group processes.

Methods of Instruction

The relevant principle of successful instruction as proposed by Baskwill and Whitman (1986) is to be cognizant of "the whole child". Re-defining the kindergarten-primary curriculum from a developmental perspective, as discussed by Egertson (1987), is more beneficial for children than the use of retention and extra-year placement. Children in developmentally appropriate programs, studied by Day and Drake (1986), were able to learn more than children in less complex classrooms. Knowledge of child development and avoidance of educationally harmful practices are of prime importance. In the whole-child approach, the curriculum is designed according to the child's developmental needs.

In 1984, Weikart's longitudinal study and extensive evaluation of the Perry Preschool project provided evidence that through quality early childhood education, communities can expect substantial improvement in the quality of life. Public investment is returned in a very tangible way. It is cheaper to provide early education for prevention than costly social remediation services later. According to Hodgkinson (1988), other research gained from tracking children attending Head Start programs through time revealed

every dollar invested saved eight dollars in later services that would not be needed.

The word teach implies giving information. An early childhood teacher is more a guide or facilitator, rather than a lecturer. A stimulating environment, as described by Hills (1989), is provided through the utilization of challenging materials, with the teacher sensitively observing the students' understanding and thinking skills. According to Phyfe-Perkins (1981), in an effective learning environment, independent activity is encouraged, a variety of activities are planned, and teacher-child verbal interaction is maintained at a high level. According to Bridgman (1986), the use of teacher-directed learning methods should be carefully scrutinized.

Teaching young children, as identified by Dodge (1988), is a creative process. Teachers of young children do not need to follow a prescribed plan of study, nor can the day be approached without goals or plans in mind. With a curriculum framework that sets forth the overall program's philosophy, goals, objectives, and guidelines that address all aspects of a child's development, the teacher can meet the individual student's needs based on the baseline data.

The teacher can be the adaptive element when determining what the student is comfortable doing and providing the

environment and methods for learning that will be compatible, capitalizing on student perceptual learning strengths. Teachers touch and interact with students, implementing educational policy and curriculum content, scope, and sequence. Foley (1985) emphasized teachers establish the educational climate and structure the learning experiences, having almost complete power over the process that takes place in the classroom (cited in Costa, p. 125).

Parent Involvement

The history of home-school relationships goes back to Colonial times. There has always been a need to have parents involved in a child's learning experience. Unfortunately, traditional sources of help described by Powell (1990), such as the extended family and neighborhood, are less available today than in the past. It is crucial for educators to find ways to alter classroom procedures in early childhood programs to promote the family's contribution to education. Parent programs described by M. Coleman (1990) need to be adopted to reinforce a consistency of early development experiences between the child's family and the classroom environment.

Children made greater gains across all grade levels in studies by Chall and Snow (1988) when parents and teachers were in direct personal contact, regardless of who initiated

the situation. A PTA National Education Goal advocates the more a parent is involved in a child's education, the higher the student's achievement. The education of children, according to Lasley (1987), must be a partnership, and partnerships are based on mutual responsibility.

A hierarchy of home-school relationships, as valued by Rasinski and Fredericks (1989), includes four levels of parent involvement: monitoring, informing, participating, and empowering. Empowerment, the highest level of involvement, is established through mutual trust and cooperation. "Empowerment is the key. When people become empowered, they take on a strong personal commitment to the successful operation of something" (p. 181).

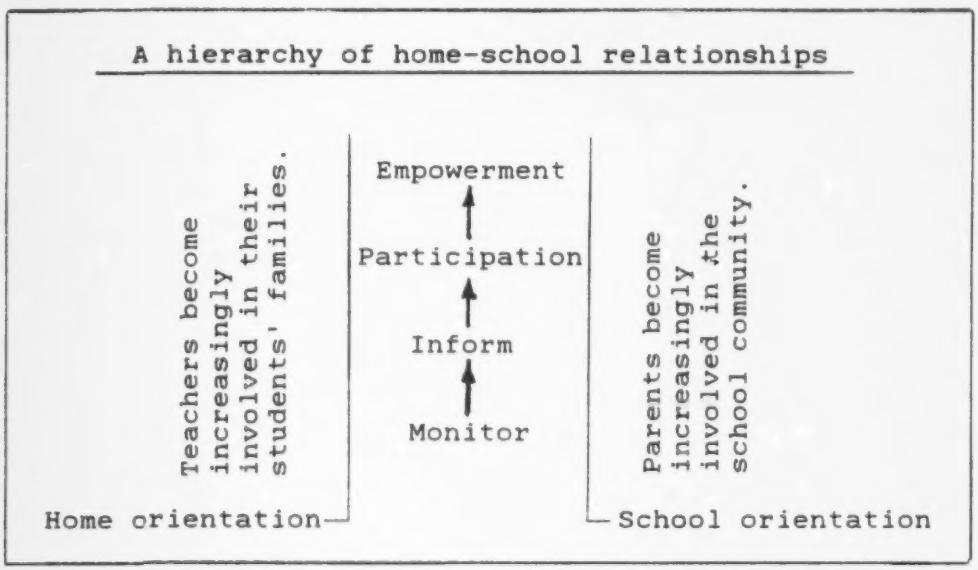


Figure 1. A hierarchy of home-school relationships. (Rasinski, p. 181)

Description of Selected Solution

Children exhibit a higher level of engagement, as described by Phyfe-Perkins et al. (1988), when teachers are less directive, environments are created with concrete things, and time is provided for children to explore objects. The best materials are those the child can use in many ways. Children prefer experiences with the concrete rather than abstract, and motor/sensory rather than cerebral/symbolic. The young student, as viewed by Pitcher, Feinburg and Alexander (1989), gains knowledge from first-hand experience with real things, establishing relationships between objects.

According to Davis (1989), knowledge of child growth and development provides a basis to the "why" of teaching basic concepts. Early childhood majors need an indepth knowledge of: child development, learning theory, language acquisition, instructional techniques, appropriate materials, evaluation of children's learning, and parent education. Young children learn by doing. Learning is a complex process that results from the interaction of children's own thinking and their experiences in the external world (Elkind, 1986; Kamii, 1985).

In regard to the assessment of students, without suitable maturation, particular skills cannot be taught to a

student, needlessly wasting the student's and teacher's time. Diversity of student needs is considerable, making varied teaching strategies a necessity. Schools must stop ignoring the needs of children. Since school failure is at the root of many social problems, Schweinhart and Weikart (1986) emphasized preventing failure can benefit not only society but also the children involved.

The most neglected function of schooling, according to Keefe (1988), is diagnosis, which includes assessment of student developmental characteristics, acquired knowledge and skills, and cognitive/learning style. Categorizing learners and base instruction from results of tests with questionable technical qualities is not wise, as verified by Snider (1990). Standardized formal testing described by Hiebert and Calfee (1989) requires only the ability to recognize the best answer. Teachers in the natural setting of the classroom as suggested by Pitcher, et al. (1989) have a responsibility to know more about the individual ways children learn. Children seeming to have problems may be in a transitory phase of normal development. A learning problem exists only if behaviors continue over a long length of time. Standardized test scores are often misinterpreted, and should be used along with teacher assessments and informal observations.

The relevant principle of instruction as proposed by

Katz and Chard (1992) is that the curriculum should be integrated throughout the primary grades. An integrated approach, as defined by NAESP (1990), recognizes content areas in instruction are naturally interrelated, as they are in real life experiences. Content is not taught through isolated subject areas in set time segments but within a thematic unit approach, involving many subject areas together.

In order to engage primary-age children into active, rather than passive activities, teachers should facilitate discussion among children by making comments and soliciting children's opinions and ideas. By listening to a child and accepting answers as information to reveal what is thought, rather than judging for right or wrong answers, Sudlow (1988) suggested one becomes a master teacher rather than only a disseminator of information (cited in Crooks, p. 438).

Due to the diversity in student cultures, needs, and learning abilities, varied instructional strategies become imperative. Methods to be considered are: (1) differentiated instruction - utilizing an eclectic approach, adjusting instruction to abilities, needs, and interests of the individual; (2) learning by "doing" - learning centers with hands-on laboratory activities allowing students varied choices of meaningful learning activities; and, (3) affective

strategies, creating and maintaining a risk-free climate for learning by implementing flexible time scheduling, intrinsic and extrinsic rewards, appropriate goal setting, and encouragement of social interaction skills including supporting, caring, sharing, and respecting others.

Individualized instruction, as explained by Strother (1985), gives students with learning deficiencies opportunities for success or can also encourage other students to move rapidly through materials. Most individualized programs require extra personnel and greater-than-usual teacher effort. In order to be effective, instruction must be: (1) high in quality; (2) appropriate to student's instructional level; (3) motivational to students; and, (4) structured so students have adequate time to learn.

According to Searfoss (1986), early instruction in study skills should begin in kindergarten to build a solid foundation for future abilities. The primary grades can develop students' skills in previewing, time management, organization sense, and visualization of ideas. Critical thinking at the kindergarten level, as regarded by Hickey (1988), is developed by showing children pictures of inaccuracies and having them determine mistakes, questioning as to real vs. make-believe, asking what is liked or

disliked, or determining clues for who, what, when, where, why, or how answers.

In 1990, Fulghum stated learning takes place at all times, in all circumstances, for every person. Teachers cannot make students learn, but Glasser (1987) implied things can be set up so students want to learn. When a student's tactics for learning are increased, strategies for problem solving are taught and used. Students receiving adequate strategy training, according to Derry (1988-89), acquire knowledge useful for coping with the wide variety of learning situations encountered throughout life.

One characteristic all children exhibit is self-esteem. A healthy self-image, as defined by Juhasz (1989), is a result of balance between affection and control. The aspects of self-esteem vary according to situational demands, potency of needs, and availability of resources for coping. Next to the home, Winograd, Wixon, and Lipson (1988) affirmed school experiences may be the most powerful influence in shaping the self-concept. The school experience becomes the mediator between the child and an emergent self-concept.

In Toward a State of Esteem (1990) self-esteem is described as "...the likeliest candidate for a social vaccine, something that empowers us to live responsibly and that inoculates us against the lures of crime, violence,

substance abuse, teen pregnancy, child abuse, chronic welfare dependency, and educational failure" (p. 4). The one characteristic at-risk children all have in common is low self-esteem. Children need opportunities to learn about personal individuality, feelings, and uniqueness.

One of the best ways determined by Greenberg (1989) to build children's self-esteem and regard for "self" as learners is to encourage a high degree of family enthusiasm for the school. The amount of mutual respect given to the parent and resulting teamwork established is more important than the amount of work a parent does at school. Students seeing the teacher's respect for parents also enhances the students' respect for them, and in turn, their own self-esteem.

Today the typical "nuclear family of four" amounts to seven percent of the population. The Internal Revenue Service (IRS) has recognized 13 variations of the family. Public education, as clarified by Cook, Tessier, and Armbaruster (1987), needs to determine if the assumed role of the school is to serving as a surrogate family in the future. According to Bloom (1986), research in the United States indicates when parents are given assistance to find ways of improving learning conditions at home, results are as good or better than results obtained through the use

of schools alone. Even better results are obtained when parents and schools collaborate.

There are emotional barriers, pointed out by Baldwin (1988), that distort parents' perspectives of the maturation of children, such as: (1) frustration with child's irresponsibility; (2) fears of child's ultimate ability to 'make it', causing the parent to pressure the child to achieve; and, (3) parental fantasies concerning what the child should become as an adult. It is difficult for parents to change from using negative to positive responses.

Parent communication is vital. Parents' reactions to communications can vary greatly. Regarding parent involvement, Coleman (1991) suggested even well-educated parents sometimes lack the knowledge of what practices at home would help the child succeed in school. There are long-range benefits from developing extensive involvement of parents with one another and with the school.

Communication early in the school year described by Jones (1991) conveys to parents the importance of cooperation. Cooperative relationships are built through personal contacts, initiated by personal notes home, telephone calls, or home visits. Successful parental involvement programs described by Amundson (1990) involve

careful planning and administration.

Borich (1988) determined to challenge unmotivated students, individual interests and experiences should be matched to visually-oriented, concrete materials. Instructional strategies for meeting learning needs of low-SES (socioeconomic status) students include audiovisual and exploratory materials that require alternate modalities, such as sight and sound. By encouraging students to talk about personal experiences, self-concepts can also be improved. A climate of acceptance, security, and understanding can reduce difficult emotional problems. An environment can be created in which the handicapped and non-handicapped can learn from each other.

Common stumbling blocks for underachievers to become achievers, considered by McDonald (1988) were:

1. Lack of motivation;
2. Lack of impulse control;
3. The act of giving up too quickly or continuing after you have quit;
4. Using the wrong abilities;
5. Inability to translate thought into action;
6. Lack of product orientation;
7. Inability to complete tasks and to follow through;
8. Failure to initiate;

9. Fear of failure;
10. Procrastination;
11. Blaming others or self;
12. Excessive self-pity;
13. Wallowing in personal difficulties;
14. Distractability and lack of concentration;
15. Spreading yourself too thick or too thin;
16. Inability to delay gratification;
17. Inability or unwillingness to see the forest for the trees;
18. Lack of balance between critical, analytical thinking, and creative synthetic thinking; and,
19. Too little or too much self-confidence (p. 17).

Educators can do little about the socioeconomic situations of the low-achiever and disadvantaged, but with sensitivity, can encourage student academic abilities. Students can be made aware of thinking processes and problem solving skills, and given opportunities for success and feedback. Opportunities should be given for students to make decisions concerning organization of time and classwork to foster the feeling of control of individual learning outcomes. Intrinsic motivation is encouraged when students are interested in the material and enjoy the activities. Three major components as described by Foshay (1987) in the

curriculum matrix are: (1) the substance (school subjects or courses); (2) the purposes to be served (intellectual, emotional, social, physical, aesthetic, and spiritual); and, (3) the practice of instruction (who, what, why, when, how, circumstances, cost, governance, and evaluation.

Report of Action Taken

Goals of child care programs include offering an environment to encourage readiness-related experiences for skill instruction when the child is developmentally ready. Prerequisite skills of students in the study were determined in order to plan constructive activities, allowing each child to discover, rather than to repeat the same tasks over and over again. Individualized learning, flexibility, and variety in sequences of skills were incorporated into the curriculum for the practicum by the utilization of learning centers and activity packets planned by the writer. Bredekamp (1989) discussed how quality of care assures positive outcomes for children. Needs and interests are shared by children at certain developmental ages or stages, regardless of cultural and language differences.

Elements considered for the practicum were multifaceted, but in order to begin, efforts were first concentrated on the effects of classroom environment, curriculum components, teaching practices, and parent education/involvement.

Appropriate practices adaptable to the work setting for the study involved: (1) establishment of a school parent volunteer program policy; (2) assessment of the developmental needs of the students involved in the project; (3) research and design of appropriate learning activities; (4) extension of the researched curriculum practices into all kindergarten classes of the target school; and, (5) parent and volunteer training.

The implications as determined by the writer, for a kindergarten offering experiential learning, which includes socializing, sharing, and nurturing the whole child to foster a disposition for learning success, are summarized as follows:

Classroom Environment - enthusiastically offers encouragement and inspiration; allows time to play, pretend, explore, experiment, wonder; offers a safe, supportive climate; and adults serving as gentle, loving, nurturing facilitators.

Curriculum Components - designed with developmentally appropriate activities for dynamic and normative readiness patterns; relevant, varied activities involved with real and concrete materials; learning centers are provided for individuals and small groups.

Teaching Practices - teaching is coordinated with the

child's perceptual strengths, accommodating individual differences; playful interactions occur with objects and people; schedules and activities are supportive and flexible; and multiple groupings are of mixed-ability.

Parent Education/Involvement - recognition that a child is affected by attitudes of the parent which include interest in the child's performance and quality time spent actively together. The parent sharing of knowledge gives the child security in the school environment, improves feelings of self-worth, and increases the number of appropriate experiences.

Table 2 summarizes the implications of appropriate curriculum support strategies in the areas of language, logical reasoning, teaching practices and parent involvement as determined by the writer for this study and shared with the teachers and parent volunteers.

Table 2

Implications of Appropriate Curriculum Support Strategies

LANGUAGE

*Quality social interaction skills
*Stimulated, not controlled
*Problem-solving constructs
*Based on interwoven experiences of interaction & involvement
*Focused on child, not materials or teacher's guide
*Critical teaching (recognizing when new abilities emerge)
*Assessment through children's natyural communicative behaviors in a variety of contexts
*Balance in applying varied approaches to meet needs

LOGICAL REASONING

*Study of relationships and interrelated parts
*Use language for comparison
*Must see visually rather than abstractly
*Developing quantification skills
*Observe, classify, measure, test, analyze, and predict
*Design, build, modify
*Report and interpret

TEACHING PRACTICES

*Based on how young children learn (playful interactions with objects and people)
*Complex classroom environment
*Teaching designed toward specific individual learning styles and differences
*Build self-esteem and strengths of individual
*Consider class size and flexible scheduling
*Provide supportive environment
*Mixed ability and multiple groupings

PARENT INVOLVEMENT

*Primary teacher of interaction styles
*Develop competence
*Motivation affected by interest and quality time spent together
*Increases security and feelings of self-worth at school.

To begin the practicum, school policies regarding parent involvement were evaluated by the writer. In an interview with the principal of the studied school, Casey (August, 1991), the school's policy concerning parental involvement for each grade level was discussed. Previously, parents were not allowed to serve as volunteers in their own child's classroom, except for field trips and special holiday or birthday class parties. Reversal of the policy was granted

to the writer by the principal. The teaching team, under the direction of the writer, encouraged parents of students to work in the classrooms with their children or in other kindergarten classrooms, if their presence in their own child's room caused difficulties or distractions for the student. Parent volunteers available in the writer's classroom could then assist in making learning center games for the student packets, since funding to purchase commercial classroom learning materials and resources were not available.

An unexpected situation on the opening day of school illustrated the dire need for immediate parent volunteer help in the classrooms! Each kindergarten classroom in the school for this study had 34 children enrolled the first day of school. Due to budget cuts, the district could not promise the relief of another teacher, as only 20 teaching units were available in the district for the entire year, to be added on a first-needed basis. Students had to be in attendance 10 days before the need would be verified for hiring a new teacher as a remedy for the over-crowded situation.

An emergency situation existed, since an instructional assistant was available for only one hour a day for each teacher, an inadequate provision of time to sufficiently handle the excessive number of students. Although not

originally in the plan of action, parent volunteers were recruited immediately for assistance in classrooms each day in small group learning centers, to relieve the overcrowded classrooms and provide the best learning experiences possible, under the circumstances. The project began with a parent open house/meeting and discussion of the importance and need for a developmental kindergarten model (Appendix J).

Parent volunteers were solicited to assist in classrooms each day in small group learning centers. The response was overwhelming and a pool of 50 parent volunteers became available to assist the kindergarten classroom teachers, allowing the curriculum to be extended through small group learning centers which integrated and intertwined as many other subjects as possible. The weekly learning activities were continued all year (Appendix K). A noteworthy center was a school-wide post office funded by an additional Chapter II grant awarded to the writer for $500.00. All school mail was processed and delivered by the kindergarten classes.

After four weeks, an additional kindergarten teacher was hired, decreasing each classroom teacher/student ratio from 1:34 to 1:27. Within a few weeks, the writer held another meeting for the parents of students in the studied classroom,

explaining the practicum objectives and the concept of the weekly take-home learning activity packets for each child. Twenty of the 27 families for the study were represented at the meeting. The rationale for the practicum was presented, along with a basic checklist to serve as a guideline of behaviors to observe in a developmental, child-centered kindergarten (Appendix L). Discussion was held concerning Parents' Contributions to Children's Education, as outlined by Cataldo (1987) in Table 2.

Table 2

Parents' Contributions to Children's Education

Areas	Parents' Contributions
ATTITUDES	The care and handling of children's needs
	The nurturance of developmental competence
	The management of the home and family
	The growth of self-confidence
	An interest in learning
	Persistence in completing tasks
	Interest in learning from others
SKILLS	Language structure and use
	Memory and recall
	Emotional control and redirection
	Self-management and independence
	Logic and counting
	Prereading composite skills
	Inquiry and investigation
	Cultural expectations
	Creative processes
	Peer relationships
INFORMATION	Vocabulary and labels
	Ideas and concepts
	Books, stories, characters
	Natural events and substances
	History and family

The locations of information

SCHOOL RELATIONSHIPS	Home-school assignments Participation in school activities Questions and criticisms School resources and support

(Cataldo, p. 253).

The differences between the traditional and developmental learning approaches were explained by the practicum writer. Reasons why traditional programs offer little chance for the child to think independently or experience the logical and natural consequences of decisions and actions were explained. The traditional curriculum offers a highly structured, regimented study of subjects, is teacher-directed, content-centered, and focuses on the intellectual domain (Appendix M). The developmental curriculum focuses on child development principles, needs, interests and learning styles of each student, encouraging active observation, exploration, and verbalization (Appendix N). Measurement-driven instruction, in Meisel's (1989) opinion, narrows the curriculum, limits creativity and flexibility of teachers, encourages inappropriate use of tests, and weakens the teachers' professional judgment. All components of an appropriate kindergarten curriculum were explained and parent questions answered (Appendix O). As a result of open discussion, the stated goal for the practicum was: "...to ensure children go on developing their love of

learning, expanding their general knowledge base, their ability to get along, and their interest in reaching out to the world all through the kindergarten year" (NAEYC, p. 35). Cost-effective learning center packets for the program were designed by the writer to provide for a flexible, adaptable, and appropriate program in the studied classrooms. Specific directions were provided in each learning activity packet. After the parent meeting, volunteers not only came into the classroom to help make activities and games for learning centers, but also took materials home to make learning packets. Skills needed were presented in varied ways to extend learning. In order to purchase more supplies, the writer submitted an application for a Chapter II grant, which provides funds to each school district on an entitlement basis, according to Public Law 100-297, referred to as the Educational Block Grant. The writer was awarded $1,000.00 for the purchase of additional learning center materials for the project. The following outlined calendar plan was utilized.

Calendar Plan

October, 1991 - Kindergarten Teacher Questionnaire administered and analyzed.

Brigance Assessments Forms completed by: teacher, parents.

Application written for Chapter II grant to obtain more materials.

Parent meeting held to discuss program objectives and needs; volunteer assistance solicited.

Learning activity packets designed and made according to abilities of individual students.

November, 1991 - June 1992

Students chose a learning activity packet to take home each week, returned it to school the following week, and described to the whole class or individual teacher information learned from the packet. Upon return of a learning packet, the student received a sticker, placed in a special book, to encourage responsibility, motivation, and provide a visual clue of progress.

A parental response/checklist was included in each learning packet to determine appropriateness, student value and

interest, as well as the parents' role in affecting the child's critical-thinking, decision-making and problem solving skills

Mid-January - Re-assessment of the program determined necessary adjustments to be made. Additional materials were considered and devised, according to needs of the students. Many of the learning activity packets were modified to adapt to the needs of the students.

June - July, 1992 -

Final Brigance Evaluations of students and parent feedback analyzed and synthesized, to determine the value of the project.

The writer's weekly log was consolidated and evaluated.

After the Brigance parent/teacher screening instruments were compared, the levels of students' development were identified, and differing abilities and preferences were accommodated by designing learning activity packets with varied and appropriate levels of challenge. As confirmed by Baratta-Lorton (1976), it became evident that materials do not teach. Learning only occurs when the student uses the materials as an aid to personal intellectual activity and as

a stimulant to feeling and imagination. A broad range of 50 experiential readiness activities were generated to address the varied developmental stages of the students in the classroom (Appendix P). According to Piaget, children function best at a level that matches individual strengths.

Students in the study wanted to take the learning activity packets home more than once a week, but the original format was followed. The learning center packets were designed for all stages of developmental needs, realizing students were at varied levels of learning. The learning activity packets also developed the students' self-confidence by presenting problems that could be planned, solved, and completed without too much parental assistance.

During class or small group interactions, while sharing experiences about the learning packet each week, the students heard others articulate problems or misunderstandings concerning the activities, increasing student awareness that problems can be solved in many ways. One morning a student asked to borrow an envelope. Later that day a new game was displayed on the game rack - an original matching game designed for others to check out! What a delight to witness this special transfer of learning and creation of a new game designed by a 5-year-old student. Cognitive change, as explained by Weir (1989), comes from transformation of

knowledge among persons (interpersonal understanding); members of a group acquire knowledge by interacting with fellow members. Learning is limited by what the learner perceives, which can be influenced by the designer. According to Gagne (1987), perception is an active, ongoing, constructive process.

A facilitative learning atmosphere was created through the practicum based on developmental theory that encouraged students to develop greater proficiency in basic readiness skills. The program focused on varied experiences to increase and expand skills. Students returning the learning activity packet each week received a sticker for a special book to encourage motivation and a sense of responsibility.

Frequent feedback nurtured inquiry and fostered evaluation of ideas by the process of posing solutions and sharing outcomes during discussions with the teacher and other students once a week. According to Schweinhart (1988), when a child learns to share ideas with teachers and peers, instead of ideas imposed by an authority, the child's perspective and social development is broadened by the recipriocal communication. Some teachers described by Smith and Shepard (1987) ignore the element of giving students feedback as the key to improving cooperative behavior. Engaging in conversation, as suggested by Nelson

(1985), strengthened children's abilities to communicate, express themselves, and reason.

The parental involvement during the project established a strong support system for students to be encouraged to learn. Chaille, Barnes, Bessel-Browne, and Quigley (1984) reiterated, "The impact of early childhood education experiences may have such other complementary outcomes as increased love of learning, improved classroom behavior, and the generation of stronger support in the family for the attainment of educational goals" (p. 1). Student involvement and motivation to learn was increased through the rewarding activities for the project. The learning activity packets encouraged active learning through concrete experiences, utilizing the senses in developing thinking skills, creativity, and increased experiential knowledge.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

For the practicum cost-effective, adaptable, and developmentally appropriate learning materials to meet the differing needs of students in a crowded kindergarten classroom and in varied home environmental settings were customized and implemented. Learning activity packets based on individualized instruction were taken home once a week by students. Experiences of the learner with the activity packets were shared each week with the entire class. The project provided multifaceted solutions to relieve the stress and inadequacies caused by district budget cuts resulting in limited resources and overcrowded classrooms.

Individual learning activities developed students' reasoning capacities and extended understandings of basic readiness concepts. The study provided opportunities for students, parents, and the school staff to work together for improvement of the educational achievement of the students involved. The age-appropriate materials developed the progression of student cognitive abilities and moral understandings beyond the normal levels expected. Positive communication was established between the parents and the school. Students' personal cognitive growth, sense of

responsibility, confidence, and social skills were enhanced. Qualities of family functioning and the dynamics for positive influences on children were expanded by the persons involved in the practicum.

The work setting for the study was a kindergarten classroom of 27 students in an elementary school located in a suburban town of middle to lower-middle socioeconomic class citizens. Four additional kindergarten classrooms in the target school became involved in the project throughout the eight months of implementation. The practicum became an example of community pride when parent involvement activities with students were chosen to be filmed for a telethon to raise money for schools in the metropolitan area. The publicity for the school communicated to all schools and parents in the area the importance of community involvement in the educational process.

A comparison of results from the last five years of kindergarten student scores on the Yellow Brick Road developmental screening instruments (Tables 4 & 5) was informative. The instrument is adapted from the Gessell Preschool Test to analyze student needs, and is given to entering kindergartners each fall in the school district. The inventory is composed of four separate subtests - motor, visual, auditory, and language. A possible link between sub-

group scores and overall readiness ability appeared possible, but further research is needed (Appendices Q, R & S).

Table 4

Values Computed for Yellow Brick Road Inventory

Year	Mean	Standard Deviation	Skewness
1987	112.78	S=14.70	Sk=-0.610
1988	110.79	S=17.51	Sk=-0.685
1989	113.13	S=16.60	Sk=-0.539
1990	119.15	S=14.47	Sk=-0.730
1991	115.11	S=15.71	SK=-0.435

Table 5

Subtest Scores for Yellow Brick Road Inventory

Category	1987	1988	1989	1990	1991
Motor	26.89	28.53	27.98	28.90	28.33
Visual	28.62	27.74	29.67	32.09	32.30
Auditory	24.73	23.25	23.78	28.05	23.99
Language	32.54	31.21	31.76	30.29	30.23

Discussion

Cost-effective, curricular experiences for students were provided, concentrating on the developmental needs of children. The focus of the pilot program was to equip the overcrowded classroom and home environment with appropriate,

cost-effective materials, using parental involvement. The students became eager to please due to the awareness of the parent and teacher working closely together.

Outcomes of the objectives for the study were:

(1) Over a period of eight months, 100% of the students in the studied classroom demonstrated improvement in basic readiness skills as measured by the Brigance criterion-referenced screening assessment, used as a pre-and post-test (Appendix E).

(2) Ninety-two percent of the parents/caregivers considered the curriculum activity packets appropriate, valuable, and interesting for the children, as determined by the parents'/caregivers' positive responses on the Activity Evaluation Form (Appendix F), a checklist included in each learning packet shared at home weekly. The criteria used to determine the worth of the activities was a positive response by the parent to each of the three areas: appropriateness, value, and interest. Responses had to be positive in all three categories (appropriateness, value, and interest) for the activity to be considered worthwhile.

(3) A comparison was made of the parents'/caregivers and the writer's evaluation of the child's readiness skills. Ability in academic skills in the following curriculum

categories were compared on the Brigance evaluations: Color recognition, picture vocabulary, visual discrimination, visual-motor skills, gross motor skills, rote counting, identification of body parts, following verbal directions, numeral comprehension, printing personal data, syntax and fluency (Appendix G).

Agreement was determined by a more than ninety percent accord between the author's and the parents'/caregivers' evaluations.

(4) More than ninety percent of the parents/caregivers saw improvement in the children's thinking skills - critical-thinking, decision-making, and problem solving abilities, as determined through responses on the Activity Evaluation Form (Appendix F) and a parent survey taken at the end of the study (Appendix H). The criteria used to determine parental effectiveness was positive responses on 90% of the Activity Evaluation Forms and End of Year Survey.

Strategies

Strategies used for the study involved determining appropriate readiness skills, and parent education for involvement in student activities that emphasized the development of students' thinking skills. The methods of

implementation used to accomplish the objectives for this study were:

Objective 1: Readiness skills - take home learning activity packets, parent-child projects, and learning center activities at home and school.

Objectives 2 & 3: Parent involvement - evaluation of take-home learning activity packets and child's individual progress.

Objective 4: Improvement in thinking skills - developmentally appropriate activities with specific directions designed for use with the parents at home.

Student assessments considered appropriate for this study were accomplished by utilization of the Brigance screening instruments (before and after the 8-month implementation), informal observations, and feedback from the parents, parent volunteers, peer tutors, teacher assistant, and classroom teacher.

Readiness Skills

Objective 1: Over a period of eight months, 100% of the students in the studied classroom demonstrated improvement in basic readiness skills as measured by the Brigance criterion-referenced screening assessment, used as a pre-and post-test.

All activities for the study in the classroom learning centers and take-home learning packets stressed readiness skills and were designed for varied ability levels in order for each child to experience success. In a developmentally appropriate program, as defined by Brigman (1989): the process of learning is emphasized, rather than the product; the developmental stage of the child is accepted rather than pushing the child to a level adults may desire; the child's confidence is enhanced by the individual developing skills and learning of the environment; materials are developmentally appropriate; and the child directs "self" learning with guidance from the teachers.

As displayed in Figure 2, assessment of students' readiness skills defined on the Brigance assessments, after the implementation period, revealed 100% of the students improved, rather than the 80% initially predicted at the beginning of the practicum. Several students improved from a high to an even higher level. The most significant improvement was demonstrated by 14 of the 27 students that scored lower at the beginning of implementation, but responded in at least the 80% range at the end of the 8-month implementation period. Learning packet activities were based on skill development needed and were instrumental in the successful learning acquired by the students.

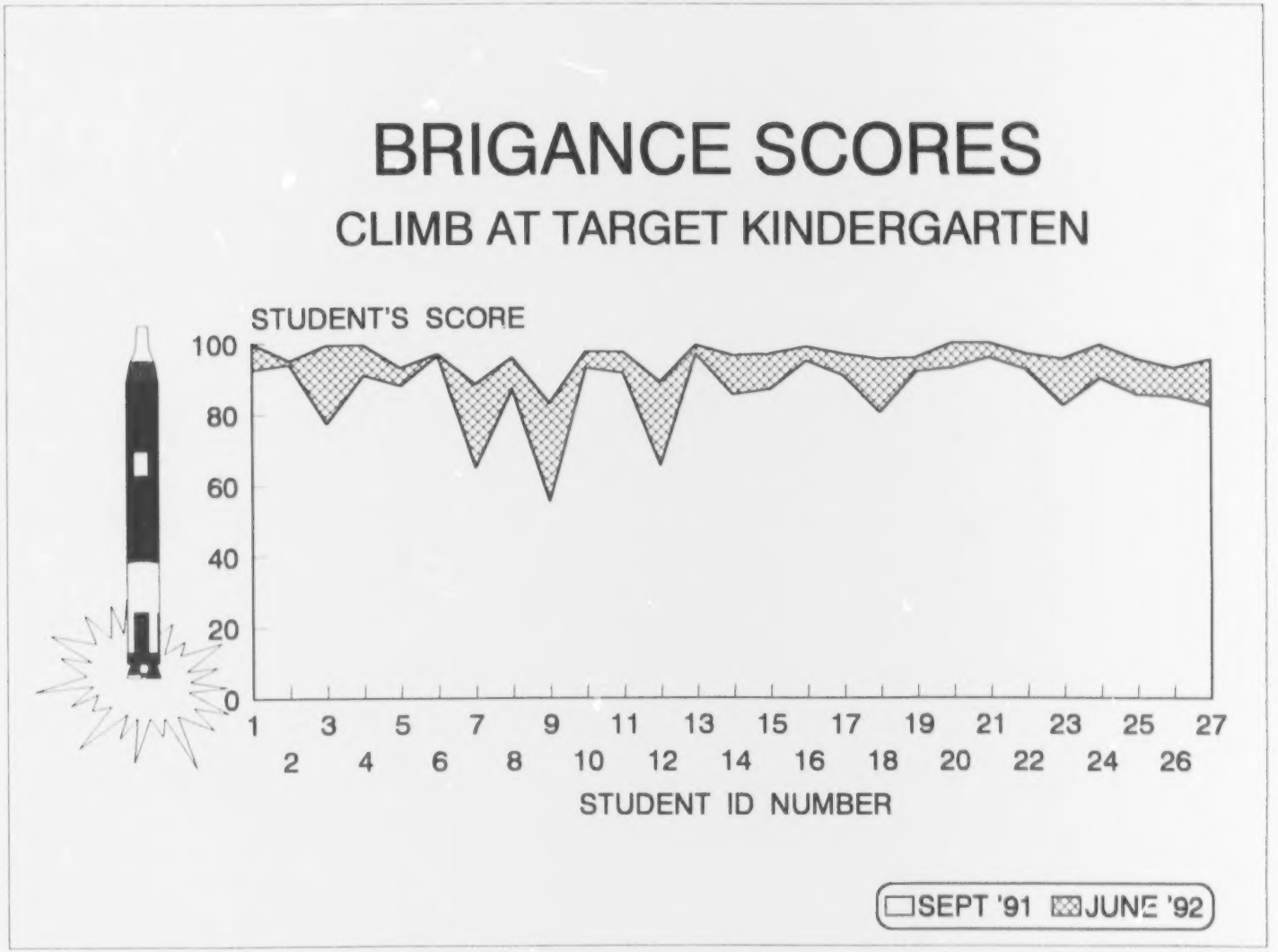


Figure 2. Brigance scores.

Strategy 1: Take-home Learning Packets.

Learning activity packets were designed for reinforcement of skills needed as determined from the initial evaluations from the Brigance screening data obtained at the beginning of the pilot program. Materials do not teach and are lifeless, without power, unless used to enhance and stimulate a student's intellectual ability, feeling, and imagination. The take-home learning activity packets increased the focus of parents and provided appropriate academic experiences for each child in the home.

Implications

Fifty games were designed and made by the writer with volunteer parents of the kindergartners for the practicum. The games provided reinforcement and practice of skills in all areas of the kindergarten curriculum. Students were allowed to choose the learning activity packet of interest to them (with guidance from the writer). The student sharing of the learning packets with the class each week, explaining the activities chosen to do at home, reinforced numerous skills. Feedback to learners after responding, according to Gagne (1987), facilitates learning. As confirmed by Brophy (1992)

thoughtful discussion is essential in the process of teaching for understanding. The use of individual learning activity packets strengthened student capacities, reinforced natural learning processes, and were effective as prevention and enrichment techniques in the curriculum.

Strategy 2: Parent/Child Projects.

Due to parent and student interest, all the kindergarten teachers adapted various take-home learning center projects designed by the writer for their individual classes throughout the implementation period. Additional explanations were given to parents regarding the role of reinforcement and practice in learning theory.

Implications

One of the favorite and most popular individual learning packets created by the writer and sent home with the students was a little blue bear with an accompanying journal for recording adventures of the week at the student's home. In the spring, as an adaptation of the learning packet, every kindergarten class, to the delight of all 135 students, had a stuffed rabbit visit the home of each student for one night; a journal was provided for parents to record the child's dictation concerning the adventure and read to the class the following day (Appendix T). The journal was further extended in the writer's classroom by making a class book. Each

student contributed an illustrated page to accompany the text of the favorite event that occurred with the rabbit at the individual's home (Appendix U).

Strategy 3: Small Group/Learning Center Activities.

To relieve the overcrowded classrooms, the kindergarten team of teachers together, with the writer, planned five learning centers each week to be used by all the kindergarten classes. The centers were set up in a resource room each week and designed to be used with parent volunteers, following strategies to extend student thinking (Appendix V). Each class was rotated through the centers one day a week. Volunteers were given explicit directions to make the interactions effective for students.

Implications

Explicit directions given the parent volunteers explained how to appropriately question the students to encourage thinking skills at each center (Appendix W). By working with all the kindergarten students, the volunteer parents' knowledge of reasonable developmental expectations of five-year olds was increased. A child's learning environment, as defined by Dodge (1988), should be structured to continually foster exploration, creativity, and independence.

By teaching in small group learning centers, fewer

materials were needed, more student-teacher and student-student interactions occurred, assessment of student understandings were easier, and learning was more personalized and enjoyable. Physical, intellectual, and affective child development principles were integrated into the learning center themes.

Parent Involvement

> Objective 2: Approximately ninety-two percent (91.6%) of the parents/caregivers considered the curriculum activity packets appropriate, valuable, and interesting for their child, as determined by the parents/caregivers' positive responses on the Activity Evaluation Form (Appendix F), a checklist included in each learning packet shared at home weekly. The criteria used to determine the worth of the activities was a positive response to each of the three areas: appropriateness, value, and interest. Responses had to be positive in all three categories (appropriateness, value, and interest) for the activity to be considered worthwhile.

The necessity of communicating to teachers, parents, and the community the rationale for developmentally appropriate practices in early childhood education was not ignored. Throughout the study, effective, research-based

recommendations for the ideal kindergarten readiness program were utilized. Parents' involvement in the pilot program played an important part in the pilot program and helped further inform the entire community regarding appropriate expectations of the school and staff.

Three benefits, as stated by Gestwicki (1987), of teacher-parent relationships to children are: (1) increased security in the new school environment; (2) increased feelings of self-worth; and, (3) increased number of helpful responses and appropriate experiences due to adults' sharing of knowledge. Research has shown that children learn more effectively with parental involvement. Most parents choose to be involved with the children's school work, but according to Bennett (1986), feel the need for guidance from teachers. The writer found similar findings were demonstrated by the parents involved in the practicum.

Interpretation of the data concerning appropriateness of the packets (shown in Figure 3) revealed 91.6% of the parent responses as positive, and 8.4% negative during the implementation period. In the beginning, a few parent commented the activities were too easy. Later parents realized that repetition of skills, in different contexts, allows for transfer of learning. A few of the games were further evaluated and modified by the writer.

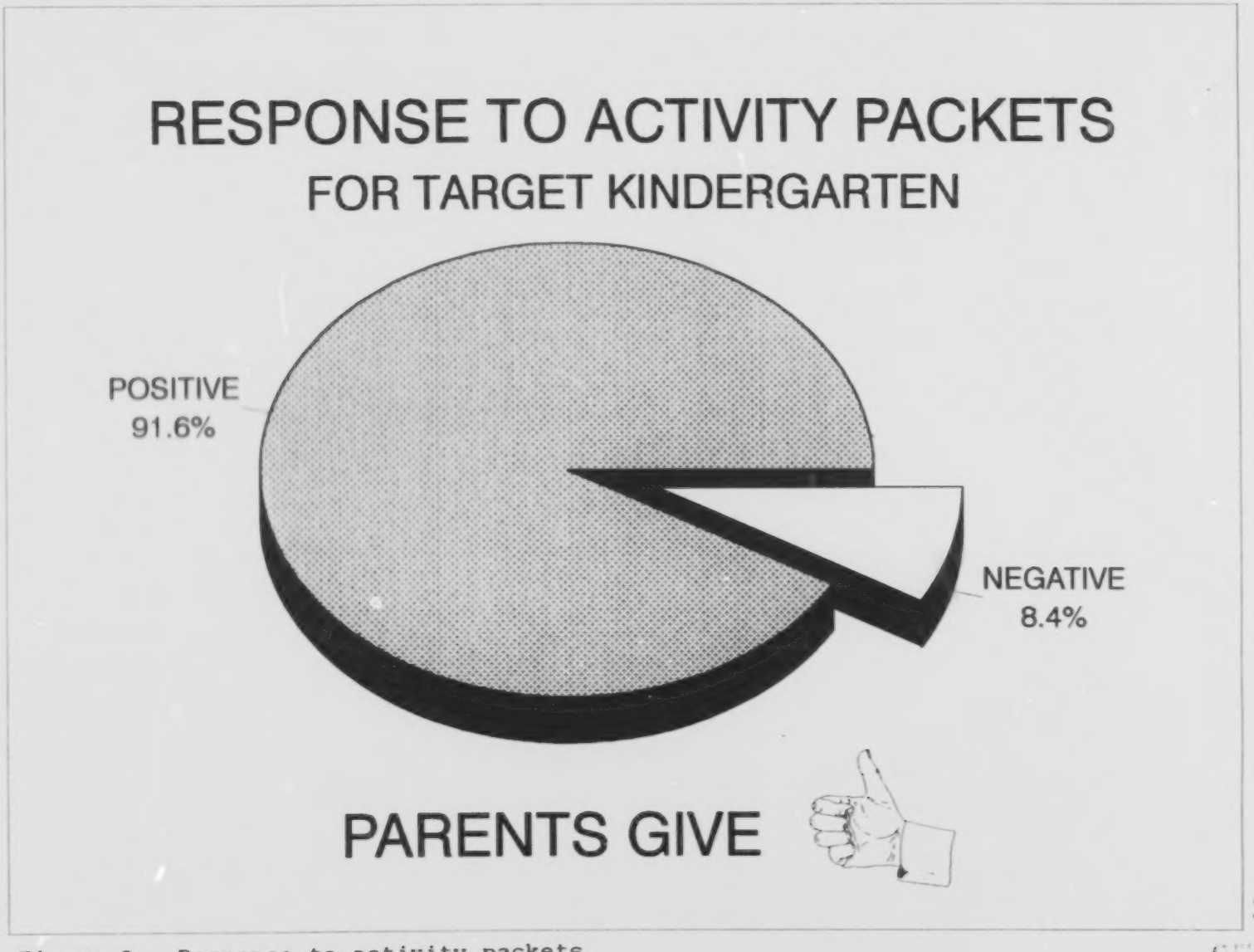


Figure 3. Response to activity packets.

Strategy: Parent Communication.

Informal communication through parent meetings, conferences, phone calls, and interviews became an important part of the pilot program. Long-range team planning was also a necessity, along with anticipation of problems that might occur. In order to help, parents need to be informed about school practices, through communication with teachers and/or the school staff. Trained fifth-grade students were used as substitutes to assist in the learning centers if a parent might be absent.

Implications

Parents were supportive and donated more time and resources when made aware of the great needs of the classrooms. In a review of research for early instruction, Ellermeyer (1988) determined the ideal kindergarten program should be:

1. Structured, but not formal;
2. Developmentally appropriate, keeping in mind the learning styles of young children;
3. Focused upon broadening each child's experiential base;
4. Foster each child's desire to become literate; and,
5. A print-rich environment provided with materials with which to print (paper, pencils, chalk,

> crayons), and language experiences which emphasize meaning instead of skill development (p. 100).

Parents donated supplies that could not be funded from the school budget for use in the program, such as: book racks, cooking supplies and equipment, paper, glue, and other numerous office supplies, etc.

Parent/Teacher Evaluations

> Objective 3: Comparisons of the parents'/caregivers' and the writer's evaluation of Brigance readiness skills of the child were made. Agreement of ninety-two percent accord was reached between the writer's and the parents'/caregivers' evaluations.

Children under seven in the sensorimotor and pre-operational cognitive stages, need to react with real objects and situations. Five-year olds cannot reason abstractly so concepts must be seen and illustrated concretely. The process (solving and thinking skills involved) rather than the product (right answer) was emphasized. The important factor to remember was provision of the right kind of experience at the right time, with the utilization of language to accompany those experiences.

As illustrated in Figure 4, there was a 92% agreement between the teacher and the parent's perceptions of the

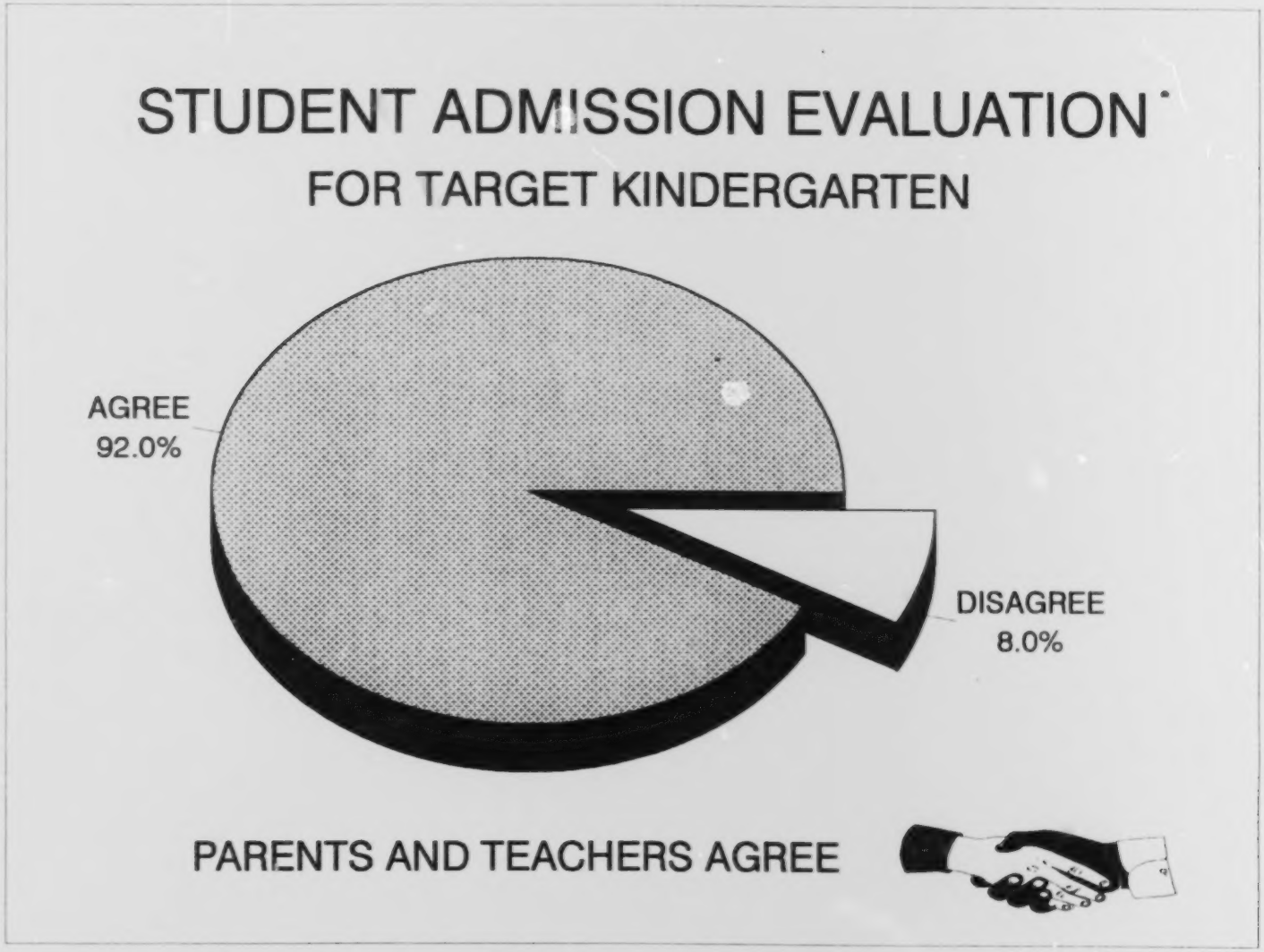


Figure 4. Student Admission Evaluation.

students' mastery of readiness skills. The major
The major discrepancies appeared to be regarding skills in color identification, visual discrimination, motor skills, and personal data. Because the parent controls many of the educational opportunities of the child, it is important for a parent to understand the child's abilities.

Strategy: Parent Education.

Parent education, along with communication, was considered important for the implementation of the study. Helping parents to interact appropriately with the child was necessary, such as demonstrating how to extend children's activities by exploring new ways to use materials or thinking of alternative solutions to problems. As established by NAESP (1990), a quality early childhood program sees the child in terms of the family - viewing progress and development as being tied to the circumstances and needs existing in the home. Parent volunteers needed to be reminded to wait for the child to generate individual ideas about what to do first, ask open-ended questions, and help children think about activities in new ways.

Implications

Although the study at the onset was not intended to involve extensive parent education on such a large-scale, the involvement of parents became a key element for successful

implementation of the project. Schools have an obligation, as discussed by Hamilton-Lee (1988), to view parents as co-teachers of children, not just as adults who sign report cards or show up for "open house". The benefits to parents and children observed by Gestwicki (1987) are: an increase for children in security and self worth; parent support and gain in knowledge and skills of childrearing; and, enhanced parental-self-esteem from positive feedback. Likewise, the practicum increased parent and student self-worth, as well as student achievement in the target grade level. As advocated by the NAESP (1990) standards, parents were assisted in increasing their effectiveness while working with children at school and in the home,

Thinking Skills: Critical-thinking, Decision-making and Problem Solving

Objective 4: One-hundred percent of the parents/caregivers saw improvement in the child's critical-thinking skills, decision-making, and problem solving abilities as determined through responses on the Activity Evaluation Form (Appendix F) and a parent survey taken at the end of the study (Appendix H). The criteria used to determine parental effectiveness were positive responses on 90% of the Activity Evaluation Forms and End of the Year Surveys.

Teaching by using problem solving techniques was infused

throughout the planned pilot program. Problems which had meaning to the student were solved, rather than focusing on only isolated and pre-determined skill acquisition. Students were encouraged to be aware of the thinking process, communicating solutions in verbal and/or written form when appropriate. Parents were reminded of appropriate practices through explicit directions provided in each learning activity packet, as illustrated by the sample lesson outline (Appendix W).

Thematic teaching, which included all subject areas, increased the students' opportunities for learning. The school curriculum is interrelated; learning activities are more relevant when presented in a variety of ways. The holistic or integrated approach required coordination, teamwork, and long-range planning by all persons involved. Students learned how to learn by using integrated individual and small-group projects with varied themes for extended periods. Students worked individually or in small groups in learning centers with parents to enrich thinking abilities and learning experiences. In constructing the learning activity packets, the impact of continuous interacting factors in the various subject areas was considered.

Figure 5 illustrates the success of the learning activity packets in developing student thinking skills. One-

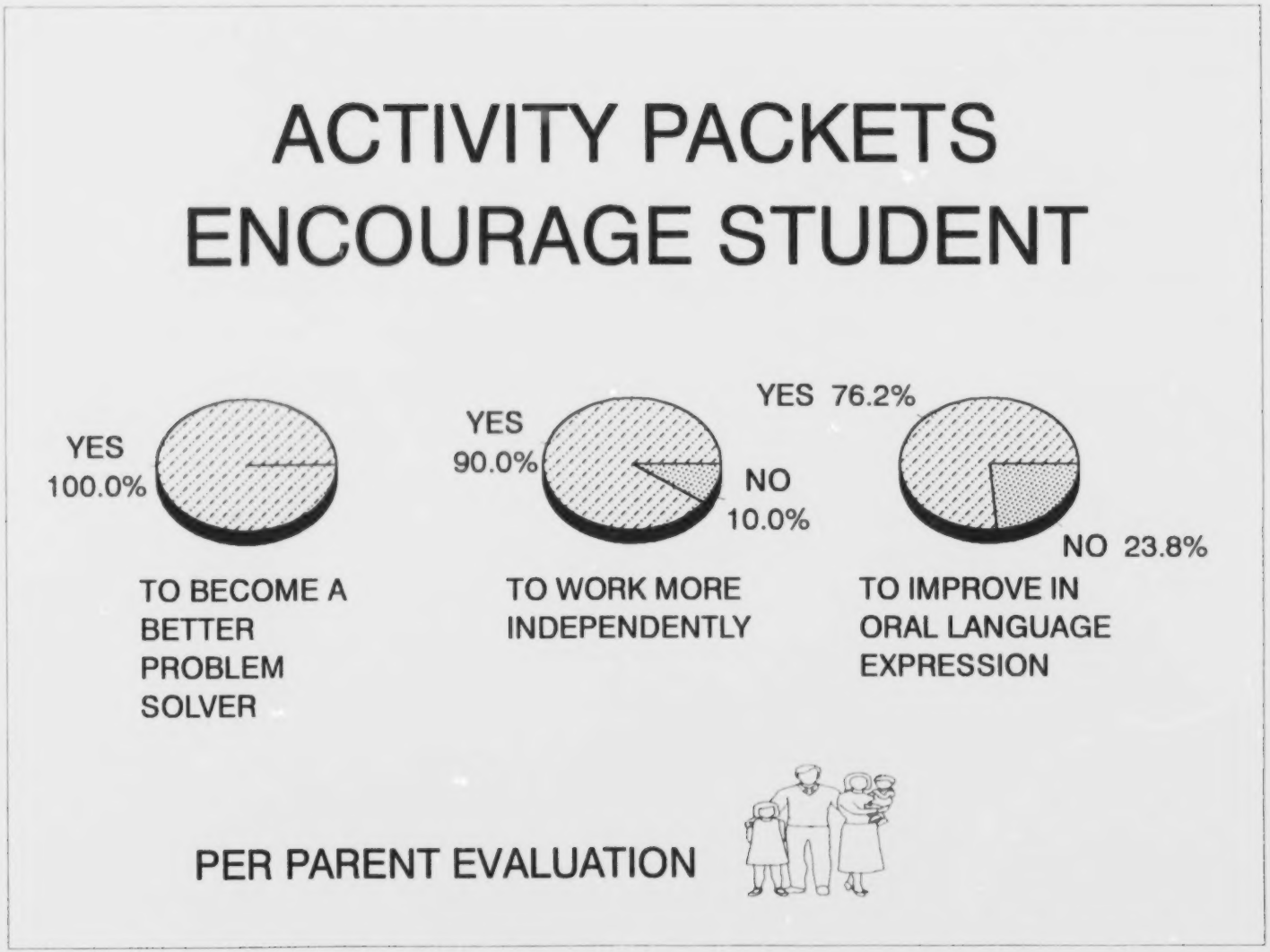


Figure 5. Activity Packets.

hundred percent of the parents commented the activity packets encouraged the students to become better problem solvers, 90% agreed students worked more independently, and 76.2% considered student improvement was noted in oral language expression (Appendix X). Many of the parents, as illustrated by comments from the Activity Evaluation Forms, were not aware of the importance of encouraging the students' oral language expression, but this was also encouraged in the classroom while sharing the learning activity experiences.

Strategy: Planned Developmental Activities.

Spodek (1986) stated, "Unfortunately, many kindergarten programs have begun to rely on inappropriate materials and techniques taken from formal first-grade programs" (p. 62). Many schools have eliminated the developmental approach to early childhood education, as observed by Haberman (1989). Rather than providing language experiences compatible with developmental needs of young children, preschool classrooms offer the same materials that were once the first grade curriculum.

Children become problem solvers by encouragement of physical, intellectual, and verbal involvement in math while using all activities. When this strategy was used, physical involvement aroused curiosity, leading to questions and new ways of looking at the world. Math was used every day in the

activities, involving thinking by sorting, comparing, ordering, and using numerals in speech (Mathematics, Grades K-5).

Implications

Students were encouraged to explore solutions using inquiry processes and procedures, becoming self-sufficient in individual learning. School became a special environment for young students to learn quality social interaction skills along with academics. When the social and physical environment is right, young students quickly learn interaction skills as well as academics. After establishing the appropriate environment, the target group was observed applying similar questioning attitudes in other subject areas. According to Throne (1988) the environment should allow for exploration and experimental language, building on the strengths of each child. Language is stimulated rather than controlled.

Recommendations

Many academic and societal factors were involved in the study. The practicum demonstrated the importance of teachers involving others in the overall curriculum by reaching out to develop parent-teacher partnerships. Parents and the community truly can be an integral part of the educational process. Little has been written or is available about

experiences parents and children do together. In order to maximize learning, H. Taitt declared:

> Tell a child WHAT to think, and you make him a slave to your knowledge. Teach a child HOW to think, and you make all knowledge his slave (cited in Costa, p. 144).

Through the use of parent involvement in this study, success for each student was maximized using diverse, but appropriate learning opportunities.

The school and the family are the principal socializing forces in a child's life and a cooperative partnership involving both parent and teacher benefits all involved. Highly involved parents and parent groups are the hidden government of a school. Parents have the most influence when applying pressure on principals, school boards, and community groups.

Programs at the primary level which encourage supportive parents to participate in the classroom by becoming tutors, or attending parent education seminars on how to implement school methods and procedures are good beginnings. The primary level is an excellent place to begin, because parents of young children are usually concerned about their children at this period of their life. Students entering school the first time need a lot of assistance. Solving personal and

social problems in the early years influences future adolescent and adult behavior.

Comments on the parent surveys for the study illustrated there were misunderstandings concerning the importance of repetition for learning effectiveness. Parents need to be made aware that supplemental educational games, although considered "too easy" by the parent, provide enrichment and foster continued developmental growth for the child. Identical skills may be used and reinforced only in different ways. Throughout the pilot program, the writer never heard a student complain of the activities being "too easy".

In the future, more emphasis should also be placed on educating parents regarding the consequences of pressuring young children, which can actually impair long-term educational and psychological development, as verified by Piccigallo (1988). "Everyone wants to raise the smartest kid in America rather than the best adjusted, happiest kid. High powered preschools serve parents, rather than children's needs by 'genius' building" (p. 49). According to Elkind (1989) half of the reading problems observed in students are due to starting them too e rly.

Parents involved in the pilot program became aware of the importance of enthusiasm and patience in working with children. An authoritarian image limits cooperation and

communication; children learn better and more quickly by doing and living rather than only hearing about experiences. Feeney (1991) specified, "Children who are compelled to conform to adult standards of behavior to excel academically at an early age, and to master skills associated with a developmental stage they have not yet entered, are often being stressed to the limits of endurance" (p. 116). Parent meetings should be held monthly to discuss current problems and issues of interest or concern. As recommended by Boyer (1992), each state should establish a comprehensive education program for all to be guaranteed access to services; additionally, a national parent education guide, prepared collaboratively, focusing on all dimensions of school readiness should be distributed widely to parents.

In regard to appropriate practices, Pflaum (1986) verified the study of the beginnings of reading and writing in preschoolers is still young. According to Spodek (1986), there are major differences in the structure of kindergarten programs. As literacy standards undergo change, new instructional ideas are considered. Earlier theories focused either on maturation (delay reading until the child expresses a readiness to learn), or on experience (skills divided into separate tasks).

Reading should be taught in kindergarten through

interwoven experiences, not a formal instructional program that is less meaningful and contextual. Learning occurs when a student asks questions and shares how the problem was solved. Worksheets do not provide interactions or involvement and often cause more confusion than learning. Instruction should be focused on the student, rather than the materials. At limited times, worksheets should be used to focus on specific skills, as a minor part of the daily activities.

Research literature emphasizes the importance of balance in applying several approaches of instruction to meet the varied developmental levels of students. One cause of inadequate literacy development is the lack of teachers to assume responsibility for learning more about individual pacing and learning styles. Communication influences a child's social development and success in school; alternative instructional methods for students needing a different approach of instruction should be, but are not always, provided. Assumptions described by Willer and Bredekamp (1990) that harm reform include:

1. Learning only occurs in school;
2. Readiness is a specific, inherent condition within every child. It is multi-dimensional in nature;
3. Readiness is a condition easily measured;

4. Readiness is mostly a function of time; some children need more time than others;
5. Children are ready to learn when they can sit quietly at a desk and listen to the teacher; and,
6. Children who aren't ready don't belong in school (pp. 23, 24).

Improving thinking skills by analyzing and teaching to a student's specific learning style has become more important to educators during the last five years. Matching a child's perceptual strengths with appropriate teaching strategies is an effective instructional technique. Students learn differently according to individual environmental, emotional, sociological, and physical needs or elements. The traditional, lock-step, abstract, curriculum resources of the past do not accommodate varied individual differences, unless the teacher designs appropriate interventions.

Current theories utilize a problem-solving construct (learning to read is a constructive, thinking and understanding process). Mistakes are made by simplifying language learning, according to Goodman, Shannon, Freeman, and Murphy (1989), through the use of a controlled vocabulary, adherence to phonic principles, or alteration of complex sentence structures in reading material. As a result, the text studied is unpredictable, unnatural,

irrelevant, and dull. Publishers alone are not at fault for the current state of affairs in the American reading curriculum. Publishers claim to be giving schools and teachers what is wanted.

The enormous variety of environments, programs, and settings for developmentally appropriate practices, and the identified valuable intellectual and social components need to be understood by teachers, program supervisors, administrators, parents, legislators, and publishers. A top priority in teacher training should also include techniques for working with parents' knowledge and time. According to Kagan (1989), "Like this nation itself, our child care system has been bred of diversity. Unharnessed, it is a loose cannon; harnessed, it can be an armament ready to serve the nations's needs" (p. 435). Alternative strategies to protect children from inappropriate practices described by Bredekamp and Shepard (1989) should be further studied and clarified in the areas of: readiness testing, retention, transition classes and tracking, entrance age, and placement.

Dissemination

Cost-effective resources have been provided through the study to meet the needs of many students. In order to facilitate the development of adaptive social behaviors in

students, all the schools' capacities to provide services should be stretched and more partnerships and resources should be used. As Snyder (1989) said, "A great school evolves by solving problems. We must use the analysis of our environment to develop an action plan" (p. 102).

Learning goes beyond the classroom and does not end when the school day is over, as confirmed by Montessori, "The universe is a child's curriculum" (cited in Feeney, p. 349). Something was done about powerlessness in the study. Parents became a part of the system - minimizing the gap between the school and home. The take-home learning activity packets allowed for experimentation, established cooperative relationships, were convenient and helpful for parents to spend quality time with their child, followed the child's interest and needs, and allowed play to be used as an important learning tool for early childhood education.

An awareness of the important role parents play in the education of children was developed and positive communication was established between the home and the school. Students in the study were provided links of reinforcement and numerous ways to translate and transfer new and meaningful learning to individual concrete knowledge. Children have the ability to grasp difficult ideas when concepts are presented in interesting ways that make sense.

Standards for appropriate services for children should be established. Many problems can be remediated easily if appropriate provision is made when the child is young. Showing respect for students' families enhances students' self-esteem, which leads to greater learning. Parents learn techniques for teaching the child to enjoy play and work by being more self-controlled and creative.

There must be collaboration of community resources offering family support and health services for the psychologically stressed. A community carries a lot of weight because of the monetary provision available to support or eliminate changes in the curriculum design of a school. Reasoning for the "why and how" of curriculum change needs to be communicated to all involved.

Communities must demonstrate greater acceptance of responsibilities for the well-being of children and families. Total care and education cannot be provided by the schools; outsiders should not be in charge of all child-rearing responsibilities. Researchers must identify the intellectually and socially valuable components for child care, recognizing the varied uniqueness of community areas and environmental settings. According to Coleman (1991), 91% of the lives of children from birth to 18 is spent in places other than school. Communities have a key role in promoting

learning. Schools cannot be expected to do the job alone. Programs alone, as discussed by Curry (1990), cannot inoculate children against the multiple conditions that place them at-risk. According to Clarke-Stewart (1991), child care involves an enormous variety of environments, programs, and settings.

Involving parents early in their child's learning helped create an environment of care and concern, and was the key to the meaningful instruction provided by the practicum. Garbarino (1982) stated: "The territory of childhood - the neighborhood and community - plays an important role in molding the child's experiences and in determining how well the child adapts to many individuals and situations" (p. 150). Care at home and in the school setting together shape child development, and each environment, as verified by Zaslow (1991), helps to shape the other.

Many aspects of the family environment and parent/child relations may be implicated in the development of competence. Gains can be made in children's social and cognitive development when parents, teachers, and young children work closely together. Parent involvement, as discussed by Dye (1989), must be planned in such a way that the parent sees an almost immediate "pay-off" for the effort. This is of importance for parents whose involvement is minimal and view

involvement as too time consuming or unimportant.

Working with the practicum required teachers and parent volunteers who were flexible, fluid, accommodating, and able to adjust to various circumstances. This successful pilot program was designed to influence, nurture, and inspire children. The focus was not only on the development of basic readiness skills, but also on the child as an individual. The variety of activities nurtured social, emotional, physical, and cognitive development in a non-threatening environment. Collaborations, as defined by Kagan and Rivera (1991), "... are efforts that unite and empower individuals and organizations to accomplish collectively what they could not accomplish independently" (p. 52). Collaborations work best when leadership is shared, resources are plentiful, shared, and flexible, and the context is supportive and adaptive.

Educational environments need to be designed to build on the strengths of students. A school's success with students is highly dependent on the strength of those students' families. The school's own interest should be to strengthen these social resources. Incorporating the interests and activities of parents into the functioning of a school gives the school greater strength for its task of educating children. An enhanced awareness of school practices

heightens the consciousness of parents and affects the motivation of students.

The partnerships between parents and teachers in the education process are encouraged and recognized as a vital key to learning for children. Encouraging supportive parents to participate in the kindergarten classroom as volunteers along with helpful resources requires shared responsibilities and interactions. Becker (1984) discussed teacher concerns that could impede parent involvement and suggested that teachers develop the following skills for more effective parent involvement. Teachers need:

1. To realize that lack of awareness, priorities, and attention, rather than inabilities, hinders the development of successful involvement programs;
2. A system of support, or "collegial counseling" to renew one's energy and solve problems that occur;
3. Help to develop conflict resolution rather than conflict avoidance strategies;
4. Help in decentering their perspectives about parents, looking at the process from the parents' perspectives; and,
5. Help to select activities for parent involvement in terms of goals and purposes of programs (p. 15).

In order to encourage successful and quality relationships

resulting in positive outcomes, consensus in philosophy and policy procedures must be established.

Alternatives to the present traditional educational methods offer children a more inspiring, humane institution. The confusion in American values, morals, and ethics is challenging. The study offered opportunities for effective change and innovation to the educational system. The welfare of students was advanced with improved parental involvement.

The county media and public relations office visited the studied classrooms, taking pictures of the kindergarten parent involvement activities for a district brochure to be published. A TV-18 crew filmed the learning centers managed by the parent volunteers which was used for a telethon promotion to raise funds for schools in the metropolitan area (Appendix Y). Funds totalling $20,000 were raised for distribution to the schools.

The project was a finalist in the Disney Teacherrific Awards Ceremony for the tri-county area. The writer was also invited to speak on learning centers and parent involvement activities to a Stetson University Early Childhood Education class. Sharing a successful pilot program with 30 prospective early childhood teachers was a pleasure. Next year the entire kindergarten staff plans to duplicate the pilot program and use "take home" learning packets and

activities in the classrooms. At the request of the principal, the post office activity will be extended next year to include the parents of the school community (Appendix Z). Parent volunteers from the pilot program will be called in to the orientation meeting next year to explain the satisfaction gained from personal involvement in the educational process for beginning students.

A Parent Handbook could be written based on the information gained from the project to help families establish and maintain a supportive climate at home. Special concentration on how parenting behavior influences the child's self-concept, mental ability, and academic achievement motivation would be included. Furthermore, rationale and descriptions of all activities with job descriptions for volunteers would emphasize the importance of parent involvement in the school. Through understanding and insight, theoretical concepts are connected to the processes of learning.

Students in the study were encouraged to be active participants in the learning process rather than mere passive recipients of knowledge. The take-home learning activity packets stimulated experimentation through talking, listening, writing and reading. The program made a difference, was of no cost to the school district, and the

social differences due to different stimulation offered in varied home environments became more balanced. J. Piaget wrote:

> The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done - men who are creative, inventive, and discoverers. The second goal of education is to form minds which can be critical, can verify, and not accept everything they are offered (cited in Costa, p. 7).

Educators aspiring for student-responsive programs, and taking responsibility to advance their own professional growth, continuously examine their work and look for examples of the best in contemporary educational practice. Reflection on strengths and deficiencies of existing programs with studies made of successful teams or projects in other schools or areas ensures change that works and lasts. All of the mentioned behaviors and values reflect a professional attitude of the writer of commitment to go beyond the best in current practice.

Through collaboration with parents, achievement efforts of students were raised, opportunities for students, parents and the community to work together improved the quality of

education offered, and educational achievement was improved for students in the school and home environments (Appendix AA). The pilot program empowered students, parents, teachers, and the community.

References

Amundson, K. J. (1990). Making the most of parent volunteers. Journal of Educational Communication, pp. 25-27.

Armstrong, T. (1987). In their own way - discovering and encouraging your child's personal learning style. Los Angeles, CA: Jeremy P. Tarcher, Inc.

Baldwin, B. (1988, October). Discover your child's natural motivation. PACE, pp. 16, 18-20, 22.

Baratta-Lorton, M. (1976). Mathematics Their Way. Menlo Park, CA: Addison-Wesley Publishing Co.

Baskwill, J. and Whitman, P. (1986). Whole Language Sourcebook. Richmond Hill, Ontario, Canada: Scholastic TAB Publications Ltd.

Becker, R. M. (1984). Parent involvement: A review of research and principles of successful practices. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service, No. ED 247 032, pp. 14-16).

Bell, T. H. (1988, September). On the need for national leadership to make American education work. Phi Delta Kappan, pp. 8-10.

Bempechat, J. and Ginsburg, H. (1989, November). Underachievement and educational disadvantage: The home and school experience of at-risk youth. Urban Diversity Series No. 99. New York. (ERIC Document Reproduction Service No. ED 305 485).

Bennett, W. (1986). What works. Pueblo, CO: U.S. Department of Education.

Berliner, D. and Casonova, U. (1985, October). Is parent involvement worth the effort? Instructor, pp. 20-21.

Bloom, B. S. (1986, November). A summary of recent research. Principal, 66(2), 6-10.

Bodner-Johnson, B. (1983, May). A study of families and their learning environments for deaf children. Washington, DC. (ERIC Document Reproduction Service No. ED 244 489).

Borich, G. D. (1988). Effective teaching methods. Columbus, O: Merrill Publishing Co.

Boyer, E. L. (1992, May). Ready to learn: A seven-step strategy. Principal, 71(5), 13-15.

Bredekamp, S. (1989). Regulating child care quality. San Francisco, CA.: NAEYC (National Association for the Education of Young Children), pp. 1-20.

Bredekamp, S. and Shepard, L. (1989, March). How best to protect children from inappropriate school expectations, practices, and policies. Young Children, pp. 14-24.

Bridgman, A. (1986, April 23). Preschool pressure, later difficulties linked in study. Education Week, 30, 1, 15.

Brigance, A. H. (1987). Brigance K & 1 Screen. North Billerica, MA: Curriculum Associates, Inc.

Brigman, A. (1989). Early childhood education and childcare. Virginia: American Association of School Administrators.

Brooks, M. (1986/1987, December/January). Curriculum development from a constructivist perspective. Educational Leadership, pp. 63-67.

Brophy, J. (1992). Probing the subtleties of subject-matter teaching. Educational Leadership, pp. 4-8.

Bryan, T.H. and Bryan, J. H. (1986). Understanding Learning Disabilities, (3rd Ed.). Mountain View, CA: Mayfield Publishing Co.

Campbell, B. (1991, Fall). Working from the ground up: Using multiple intelligences.

Casey, S., School Principal. (1991, August). Personal interview.

Castle, K. (1989, Summer). Child-Centered teaching: Through children's eyes. Childhood Education, pp. 209-212.

Cataldo, C. Z. (1987). Parent education for early childhood: child-rearing concepts and program content for the student and practicing professional. New York: Columbia University.

Cavazos, L. F. (1989, May). Building bridges for at-risk children. Principal, pp. 6-10.

Chaille, C., Barnes, D., Bessel-Browne, T. and Quigley, K. (1984, November). Effects on early childhood education programs. Research Roundup, 1(1). National Association of Elementary School Principals; ERIC Clearinghouse.

Chall, J. S. and Snow, C. E. (1988, September). Influences on reading in low-income students. Education Digest, pp. 53-58.

Chapin, S. L. and Vito, R. (1988). Patterns of family interaction, style self-system processes and engagement with schoolwork. An investigation of adolescents rated at-risk or not-at-risk for academic failure. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Charlesworth, R. (1989, March). Behind before they start? Young Children, pp. 5-12.

Chenfeld, M. B. (1988, June). NYC Challenge, Journal of the NYC Association for Supervision and Curriculum Development, pp. 28-29.

Clark, P. A. (1985, September). Individual education - Application of Adler's personality theory. The Clearing House, 59(1), 35-38.

Clarke-Stewart, K. Allison. (1991). A home is not a school: The effects of child care on children's development. Journal of Social Issues, 47(2), 105-119.

Cole, B. (1983, May). The state of education for Black Americans. USA Today, pp. 70-76.

Coleman, J. S. (1991, June). Policy perspectives - Parental involvement in education. Washington, D.C.: U.S. Department of Education, Superintendent of Documents, U. S. Government Printing Office.

Coleman, M. (1990). Planning for parent participation in schools for young children. Urbana, Ill: ERIC Digest. (ERIC Clearinghouse on Elementary and Early Childhood Education, EDO-PS-91-9).

Combs, A. W. (1988, October). Changing our assumptions about educational reform. Education Digest, pp. 3-14.

Cook, R. E., Tessier, A. and Armbaruster, V. B. (1987). Adapting early childhood curricula for children with special needs. Columbus, O: Merrill Publishing Co.

Costa, A., Ed. (1985). Developing minds. Alexandria, VA: ASCD (Association for Supervision and Curriculum Development).

Crooks, T. J. (1988, Winter). the impact of classroom evaluation practices on students. Review of Educational Research, 58(4), 438-481.

Cuban, L. (1989, May). What can be done for at-risk students? The Education Digest, pp. 3-6.

Curry, N. E. (1990, March). Presentation to the Pennsylvania State board of Education. Young Children, pp. 17-23.

Cutright, M. (1989). The national PTA talks to parents: How to get the best education for your child. New York: Doubleday.

Davis, M. D. (1989, April). Preparing teachers for developmentally appropriate kindergarten classrooms. Dimensions, pp. 4-7.

Dawson, P. (1981). The effect of the single-parent family on academic achievement. A review of related literature. Illinois, U. S. (ERIC Document Reproduction Service No. ED 241 604).

Day, B. and Drake, K. (1986, November). Developmental and experiential programs: The key to quality education and care of young children. Educational Leadership, 44(3), 24-27.

Delano, J. S. (1992, May). Supervising early childhood programs. Principal, 71(5), 23, 25.

Derry, J. (1988, December/1989, January). Putting learning strategies to "work". Educational Leadership, 46 (4), 4-10.

Dimidjian, V. J. (1989). Early childhood at-risk: Actions and advocacy for young children. Washington, DC: National Education Association Professional Library.

Dodge, D. (1988). The creative curriculum for early childhood. Washington, DC: Teaching Strategies.

Doll, R. C. (1989). Curriculum improvement. Needham Heights, MA: Allyn and Bacon.

Dorrell, L. D. (1989, January). At-risk students need our commitment. NASSP Bulletin, 81-82.

Dreikurs, R. (1987). Children, the Challenge. New York: Harper & Row, Publishers, Inc.

Dye, J. S. (1989, February). Parental involvement in curriculum matters: Parents, teachers and children working together. Educational Research, 31(1), 20-35.

Eddowes, E. A., Hranitz, J. R. (1989, Summer). Educating children of the homeless. Childhood Education, pp. 197-209.

Egertson, H. A. (1987). The shifting kindergarten curriculum. (ERIC Document Reproduction Service No. EDO-P5-87-1.)

Elkind, D. (1986). Formal education and early childhood education: An essential difference. Phi Delta Kappan, 67, 631-636.

Elkind, D. (1988, October). The "miseducation" of young children. The Education Digest, pp. 11-13.

Ellermeyer, D. (1988, January). Kindergarten reading programs to grow on. The Reading Teacher, 100-101.

Feeney, S., Christensen, D. and Moravcik, E. (1991). Who am I in the lives of children (4th ed.). New York: Macmillan Publishing Co.

Fischer, K. W. and Lazerson, A. (1984). Human development. New York: W. H. Freeman and Company.

Fish, S. (1991, September 22). Pupils learn to do without. Orlando Sentinel, p. A-17.

Forehand, R. (1986, December). Home-predictors of young adolescents' school behavior and academic performance. Child Development, 57(6), 1528-33.

Foshay, A. (1987, Summer). The curriculum matrix. The Educational Forum, 51(4), 341-351.

Fulghum, R. (1990, September). A bag of possibles and other matters of the mind. Newsweek Special Issue, pp. 88-92.

Gagne, R. M. (Ed.). (1987). Instructional technology: Foundations. Hillsdale, NJ: Laurence Erlbaum Associates, Inc.

Garbarino, J. (1982). Children and families in the social environment. New York: Aldine Publishing Co.

Gestwicki, C. (1987). Home, school, and community relations: A guide to working with parents. Delmare Publishing, Inc.

Ginsberg, G. and Harrison, C. (1977). How to help your gifted child - A handbook for parents and teachers. New York: Monarch Press.

Glasser, W. (1987, May). In P. B. Bough, The key to improving schools: An interview with William Glasser. Phi Delta Kappan, pp. 656-662.

Goffin, S. (1988, March). Putting our advocacy efforts into a new context. Young Children, p. 52.

Good, T. L. and Brophy, J. E. (1987). Looking in classrooms (4th Ed.). New York: Harper Row, Publishers.

Goodman, K. Shannon, P., Freeman, Y., and Murphy, S. (1987, November). Report card on basal readers. Katonah, NY: Richard C. Owen Publishers.

Greenberg, P. (1989, May). Parents as partners in young children's development and education. A new American fad? Why does it matter? Young Children, pp. 61-74.

Griffin, B., County Curriculum Coordinator. (1991, May). Personal interview.

Guthrie, J. W. (1986, December). School-based management: The next needed education reform. Phi Delta Kappan, pp. 305-309.

Haberman, M. (1989, December). Thirty-one reasons to stop the school reading machine. Phi Delta Kappan, pp. 283-288.

Hallahan, D. P. and Kauffman, J. M. (1988). Exceptional Children, introduction to special education (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Hamilton-Lee, M. (1988, August). Home-school partnership: The school development program model. Paper presented at the Annual Convention of the American Psychological Association.

Harbaugh, M. (1990, January). The power of self-esteem. Instructor, pp. 4-5.

Henderson, A. T., Marburger, C. L. and Ooms, T. (1986). Beyond the bake sale: An educator's guide to working with parents. Columbia, MD: National Committee for Citizens in Education.

Hickey, M. G. (1988, December). Developing critical reading readiness in primary grades. The Reading Teacher, pp. 192-193.

Hills, T. W. (1989). Hothousing young children: Implications for early childhood policy and practice, pp. 47-59. (Eric Digest EDO PS 87-4).

Hirsch, E. D. Jr. (1987, December/1988, January). Restoring cultural literacy in the early grades. Educational Leadership, 45 (4), 63-70.

Hodgkinson, H. L. (1988, April). Florida: the state and its educational system. The Institute for Educational Leadership.

Holman, C. (1985, October). How to stop the miseducation of black children. Ebony, pp. 43-58.

Hughes, M. (1986). Difficulties in learning mathematics. New York: Basil Blackwell Ltd.

Jacob, S. H. (1984). Foundations for Piagetian education. Lanham, MD: University Press of America.

Jones, L. (1991). Strategies for involving parents in their children's education. Bloomington, IN: Phi Delta Kappa Education Foundation.

Juhasz, A. M. (1989, Fall). Adolescence, Vol. XXIV, No. 95. San Diego, CA: Libra Publishers, Inc.

Kagan, S. L. (1989, February). Early care and education: Tackling the tough issues. Phi Delta Kappan, 433-439.

Kagan, S. and Rivera, A. (1991, November). collaboration in early care and education: What can and should we expect? Young Children, pp. 41-56.

Kalinowski, A., and Sloan, K. (1981). The home environment and school achievement. Studies in Educational Evaluation, 7(1), 85-96.

Kamii, C. (1985). Leading primary education toward excellence: beyond worksheets and drill. Young Children, 40(6), 3-9.

Kantrowitz, B. and Wingert, P. (1989, April 17). How kids learn. Newsweek, pp. 50-57.

Kantrowitz, B. (1990, Fall/Winter). The reading wars. Newsweek Special Issue, pp. 8-14.

Katz, L. (1988a, May). The disposition to learn. Principal, pp. 14-17.

Katz, L. (1988b). Early childhood education: What research tells us. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Katz, L. and Chard, S. (in press). Engaging the minds of young children: the project approach. Norwood, NJ: Ablex.

Keefe, J. W. (Ed.). (1988). Profiling and utilizing learning style. Reston, VA: AASSP.

Lanier, J. E. and Featherstone, J. (1988). A new commitment to teacher education. Educational Leadership, pp. 18-22.

Lasley, T. J. (1987, May). Teaching selflessness in a selfish society. Phi Delta Kappan, pp. 674-678.

Leigh, G. K. and Peterson, G. W. (1986). Adolescents in families. Cincinnati, O: South-Western Publishing Co.

Lemlich, J. K. (1984). Curriculum and instructional methods for the elementary school. New York: Macmillan Publishing Co.

Lewis, A. C. (1987, December). Who will mind the children? Phi Delta Kappan, pp. 252-253.

Lieberman, A. (1988, May). Teachers and principals: Turf, tension, and new tasks. Phi Delta Kappan, pp. 648-653.

Lindner, B. (1988). Drawing in the family. Family involvement in the schools. (Report No. ECS - p. 80-2). Denver, CO: Education Commission of the States.

McCombs, A. and Forehand, R. (1989, Winter). Adolescent school performance following parental divorce: Are there family factors that can enhance success? Adolescence, 24 (96), 871-80.

McCormick, J. (1990, September). Where are the parents? Newsweek Special Issue, pp. 54-59.

McDonald, J. R. (1988, December). Underachievers can be achievers. The Seminole County Family Journal, p. 17.

McKeen, R. L. and Fortune, J. C. (1987, Winter). Curriculum building: Start to finish knowledge, learning and the design of curriculum. Education, 108(2), 220-227.

Maehr, J. (1990, September). Kindergarten: Thorns in the child's garden? Extensions 5(1), 1-7.

Marzolla, J. and Sulzby, E. (1988, July). See Jane read! See Jane read! See Jane write! Parents Magazine, pp. 80-85.

Mathematics, Grades K-5. Florida Model Curriculum Project. Gainesville, FL: University of Florida.

Meisels, S. (1989, October). High-stakes testing in kindergarten. Education Digest, pp. 25-28.

Mitchell, A. (1989, May). Old baggage, new visions: Shaping policy for early childhood programs. Phi Delta Kappan, pp. 665-672.

NAESP (1990). Standards for Quality Programs for Young children - Early childhood education and the elementary school principal. Alexandria, VA: National Association of Elementary School Principals.

NAEYC. (National Association for the Education of Young Children). (1988, January). Integrated components of appropriate and inappropriate practice in the primary grades. Prime Areas. (Reprinted from Young Children, 43(2), 13-25.)

NEA Today (1991, September). The big squeeze, pp. 4-5.

Nelson, K. (1985). Making sense: the acquisition of shared meaning. New York: Academic.

Nolte, M. C. (1988, Fall). The root of all good. School Safety, pp. 11-13.

O'Brien, S. J. (1989, Spring). But when is nap time? Childhood Education, pp. 163-164.

Parish, R., Eubanks, E., Aquila, F. D. and Waller, S. (1989, January). Knock at any school. Phi Delta Kappan, pp. 386-394.

Peck, J. T., McCaig, G. and Sapp, M. E. (1989, February). Kindergarten policies, what is best for children. Washington, DC.: NAEYC.

Pflaum, S. (1986). The development of language and literacy in young children. Columbus, O: Charles E. Merrill Publishing Co.

Phyfe-Perkins, E. (1981). Effects of teacher behavior on preschool children: A review of research. Washington, DC.: National Institute of Education.

Phyfe-Perkins, D. N. and Salomon, G. (1988). Teaching for transfer. Educational Leadership, 46, 22-32.

Piccigallo, P. (1988, Fall). Preschool: Head start or hard push? Social Policy, pp. 45-48.

Pitcher, E. V., Feinburg, S.G., and Alexander, D. A. (1989). Helping young children learn. Columbus, O: Merrill Publishing Company.

Pollack, S. D., and Bempechat, J. (1989, November). The home and school experience of at-risk youth; An annotated bibliography of research studies. New York, NY. (ERIC Document Reproduction Service No. ED 315 486).

Powell, D. R. (1990) Parent education and support programs. Urbana, ILL: ERIC Digest (ERIC Clearinghouse on Elementary and Early Childhood Education, EDO-PS-90-2).

Ralph, J. (1989, January). Improving education for the disadvantaged: Do we know whom to help. Phi Delta Kappan, pp. 395-401.

Rasinski, T.V. and Fredericks, A. D. (1989, November). Working with parents: Dimensions of parent involvement. The Reading Teacher, pp. 178-181.

Reed, S. and Sautter, R. C. (1990, June). Children of poverty: The status of 12 million young Americans. Phi Delta Kappan, pp. 1-12.

Reynolds, A. J. (1991, Summer). Early schooling of children at risk. American Educational Research Journal, 28 (2), 392-422.

Sava, S.G. (1990). Reinventing childhood. Arlington, VA: NAESP, State Leaders' Conference.

Schlechty, P. (1990). Schools for the 21st century: Leadership imperatives for educational reform. San Francisco, CA: Jossey Bass.

Schweinhart, L. J. (1988, May). How important is child-initiated activity? Principal, 67(5), 6-10.

Schweinhart, L. J. and Weikart, D. P. (1986, November). Early childhood development programs: A public investment opportunity. Educational Leadership, 44(3), 4-12.

Searfoss, Dr. L. (1986). Study skills in the primary grades: A basic, too. The Heath Transcripts. Lexington, Mass.: D.C. Heath and Company.

Shanker, A. (1990, January). A proposal for using incentive to restructure our public schools. Phi Delta Kappan, pp. 345-357.

Shreeve, W. (1985). Single parents and student achievement - a national tragedy. Washington State, U.S. Position paper. (ERIC Document Reproduction Service No. ED 262-28).

Sleeter, C. and Grant, C. (1988, Winter). Educators and parents ... Partners in student academic achievement. Multi-cultural leaders, 1, 1-3.

Smith, M. L. and Shepard, L. A. (1987, October). What doesn't work: Explaining policies of retention in the early grades. Phi Delta Kappan, 69, 129-133.

Snyder, K. (1988). Competency Training for Managing Productive Schools. San Diego: Harcourt, Brace and Javanovich.

Spodek, B. (1986). Today's kindergarten. New York: Teacher's College Press.

Staff. Orlando Sentinel (1992, February 29), p. E-4.

Strother, D. B. (1985, December). Practical applications of research adapting instruction to individual needs: An eclectic approach. Phi Delta Kappan, 67(4), 308-311.

Sulzby, E. and Teale, W. (1985, Fall). Writing development in early childhood. Educational Horizons, pp. 8-12.

Tewel, K. J. (1989, October). Restructuring urban high schools, early lessons from the schools. The Clearing House, 63(2), 73-78.

Throne, J. (1988, September). Becoming a kindergarten of readers? Young Children, pp. 10-16.

Timar, T. B. and Kirp, D. L. (1989, September). The Education Digest, pp. 11-14.

Toward A State of Esteem. (1990, January). The Final Report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility. California State Department of Education.

Tulley, S. (1988). Schools for all children. Recommendations for individualizing kindergartens' poor and minority children in school gym. Research Report, Kentucky Youth Advocates, Inc.

Tyler, R. W. (1987, December). Education reforms. Phi Delta Kappan, pp. 277-280.

Wadsworth, B. J. (1989). Piagets' Theory of Cognitive and Affective Development (4th ed.). White Plains, NY: Longman, Inc.

Weikart, D. P. (1984, Winter). Changed lives. American Educator, pp. 22-25.

Weir, B. (1989, March). A research base for prekindergarten literacy programs. The Reading Teacher, 42(7), 456-460.

Willer, B. and Bredekamp, S. (1990, September). Redefining readiness: An essential requisite for educational reform. Young Children, 22-25.

Winograd, P. N., Wixson, K. K. and Lipson, M. Y. (Eds.). (1989). Improving basal reading instruction. New York: Teachers College Press.

Womack, S. T. (1989, January). Modes of instruction - expository, demonstration, inquiry, individualized. The Clearing House, 62(5), 205-210.

Zaslow, M. J. (1991). Implications of child care quality and its implications for children. Journal of Social Issues, pp. 125-137.

APPENDIX A

STRATEGIC PLANNING COMMITTEE OBJECTIVES

Objectives

Desired, measurable end results for the school district.

- To have all students complete their individualized plan of study.
- Each Seminole County School District student will score within the top 25% on internationally standardized assessments.
- Within one year of completing their educational plan, all students will be engaged in an occupation of choice or continuing their education.

Strategic Policies

The parameters within which the school district accomplishes its mission.

- We will not offer adult and continuing education.
- We will practice participatory management throughout the organization.
- Every decision will be made based strictly on the best interest of the student.
- We will not tolerate ineffective job performance by an employee or staff.
- We will not allow the dignity of anyone to be diminished or violated.
- We will not compromise the quality of our service because of lack of resources.

Strategies

The broadly stated means of deploying resources to meet the school district's objectives.

In Seminole County Public Schools, we will...

(1) develop and implement ***Individual Education Plans*** for each student;

(2) redefine the role of the teacher as facilitator;

(3) recognize and reward excellence throughout the school system;

(4) marshall and direct community resources to include localized learning opportunities and the coordination of public and private services that affect the student;

(5) organize the district strategically to concentrate all efforts and resources toward student success;

(6) develop and implement a results-driven staff development plan;

(7) develop in students a system of values incorporating self-discipline and good citizenship;

(8) obtain public and private funding adequate to support our mission and objectives;

(9) define the body of knowledge and skills from which the ***Individual Education Plan*** will be developed;

(10) design and implement an effective internal and external communications plan;

(11) actively involve the family in every aspect of the student's educational experience;

(12) develo the full benefit of the multi-cultural aspects of our community; and

(13) infuse technology throughout the school district's instructional programs and operations.

APPENDIX B

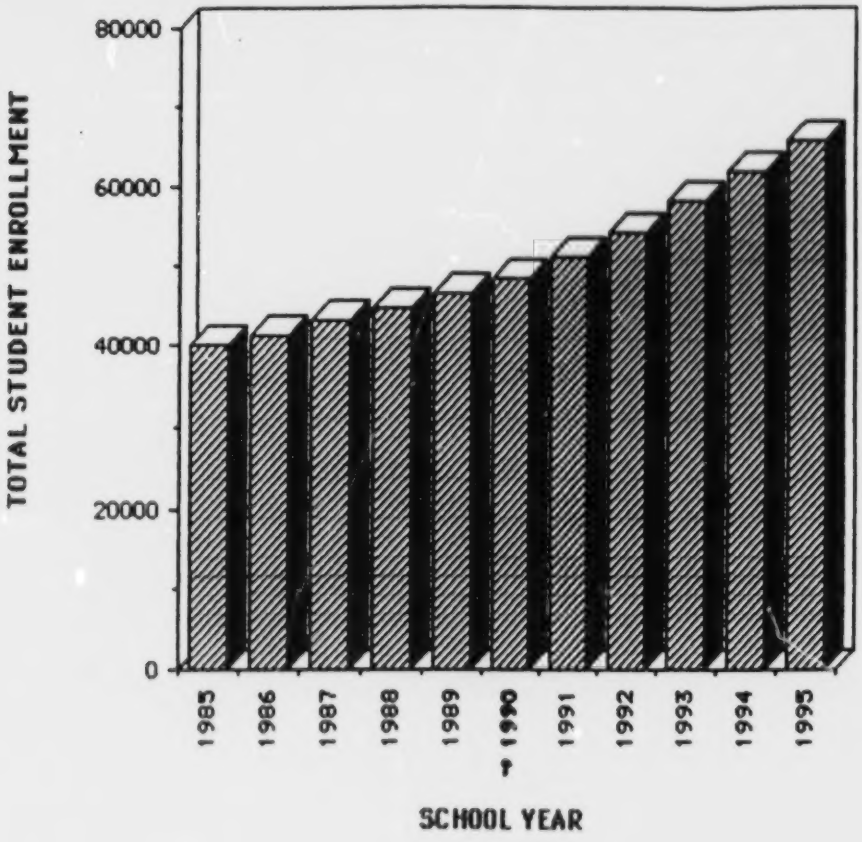
B-1 STUDENT ENROLLMENT HISTORY AND PROJECTIONS

B-2 1991-95 STUDENT ENROLLMENT PROJECTIONS
BY GRADE LEVEL

B-3 SCHOOL DISTRICT'S PROGRAMS EXPENDITURE REPORT
1988-89 FISCAL YEAR

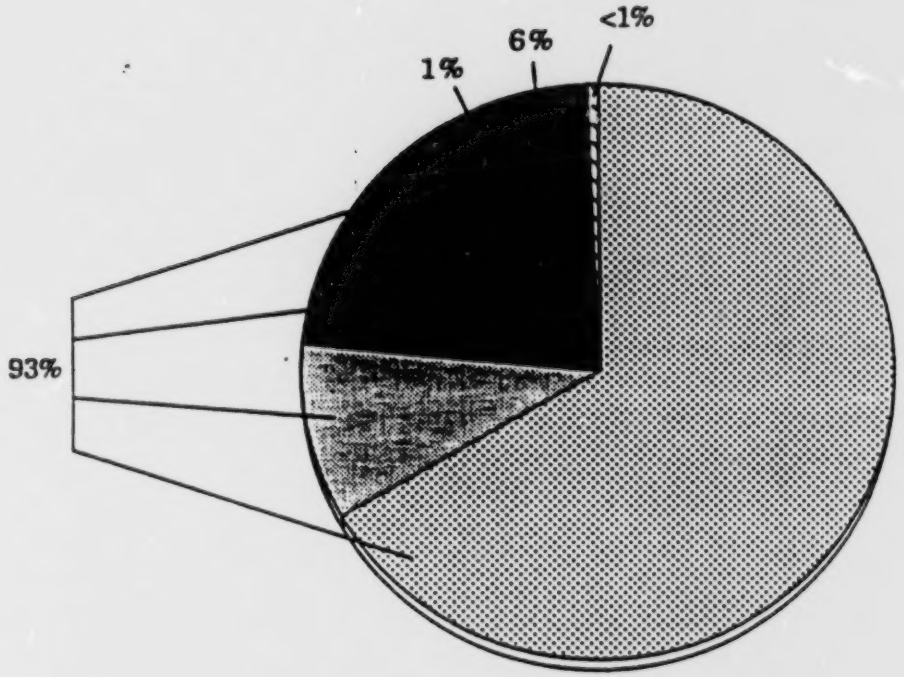
B-4 PERCENT INCREASE IN APPROPRIATIONS - RECENT FIVE
YEARS

STUDENT ENROLLMENT HISTORY AND PROJECTIONS



County Annual Report
89-90

SCHOOL DISTRICT'S PROGRAM EXPENDITURE REPORT
1988-89 FISCAL YEAR



SCHOOL EXPENDITURES	= 93%
Instruction	67%
Instructional Support	10%
School Administration	7%
Food Service & Transportation	9%
	93%

DISTRICT EXPENDITURES	= 7%
General Administration	1%
Finance, Personnel, Curriculum Supervisors & Facilities	6%
Food Service & Transportation	<1%
	7%

PERCENT INCREASE IN EXPENDITURES - RECENT FIVE YEARS

FUNCTION	1987	1988	1989	1990	1991	% INC 87 TO 91
Instructional	70,858,927	78,364,177	89,076,931	101,028,621	112,189,596	58.33%
Instructional Support Services	13,528,517	15,047,700	17,574,064	19,714,850	23,753,800	75.58%
General Support Services	35,317,596	38,816,624	44,478,909	48,035,215	53,846,043	52.46%
Community Services	133,350	180,796	149,438	199,117	209,619	57.19%
Debt Services	175,425	135,029	57,583	4,084	55,476	-68.38%
TOTAL =	120,013,815	132,544,326	151,336,926	168,981,886	190,054,533	58.36%
Percent Inc over Previous Year		10.44%	14.18%	11.66%	12.47%	

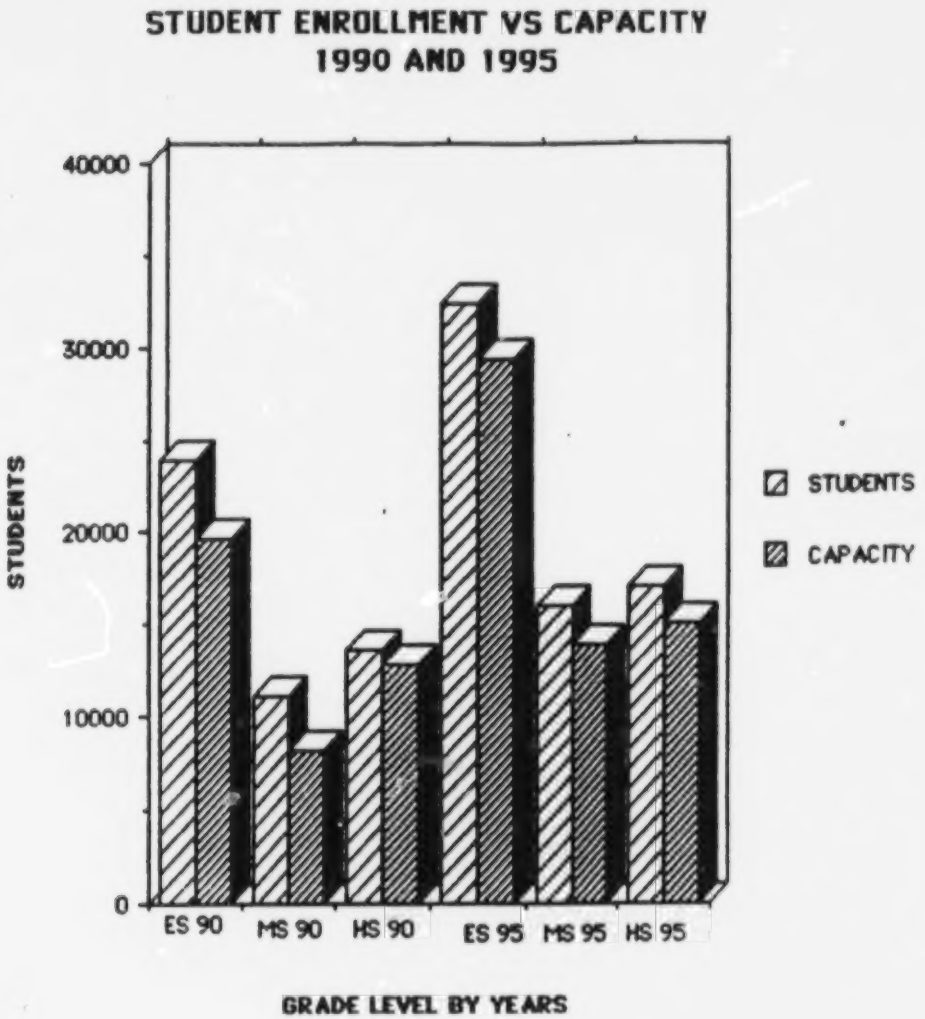
FUNCTION	1987	1988	1989	1990	1991	% INC 87 TO 91
Salaries	82,801,336	91,514,189	102,646,758	112,815,735	122,548,122	48.00%
Employee Benefits	20,171,273	22,975,988	27,391,756	32,747,386	38,444,354	90.59%
Purchased Services	7,105,166	8,372,179	9,770,764	11,270,228	13,656,531	92.21%
Materials & Supplies	5,759,725	5,528,709	5,563,102	6,479,589	9,016,541	56.54%
Capital Outlay	2,413,812	2,447,611	3,983,068	3,526,552	3,699,726	53.27%
Other Expense	1,762,503	1,705,650	1,981,478	2,142,396	2,689,259	52.58%
TOTAL =	120,013,815	132,544,326	151,336,926	168,981,886	190,054,533	58.36%
Percent Inc over Previous Year		10.44%	14.18%	11.66%	12.47%	

APPENDIX C

C-1 STUDENT ENROLLMENT VS. CAPACITY 1990 AND 1995

C-2 PRESENT AND FUTURE STUDENT CAPACITIES

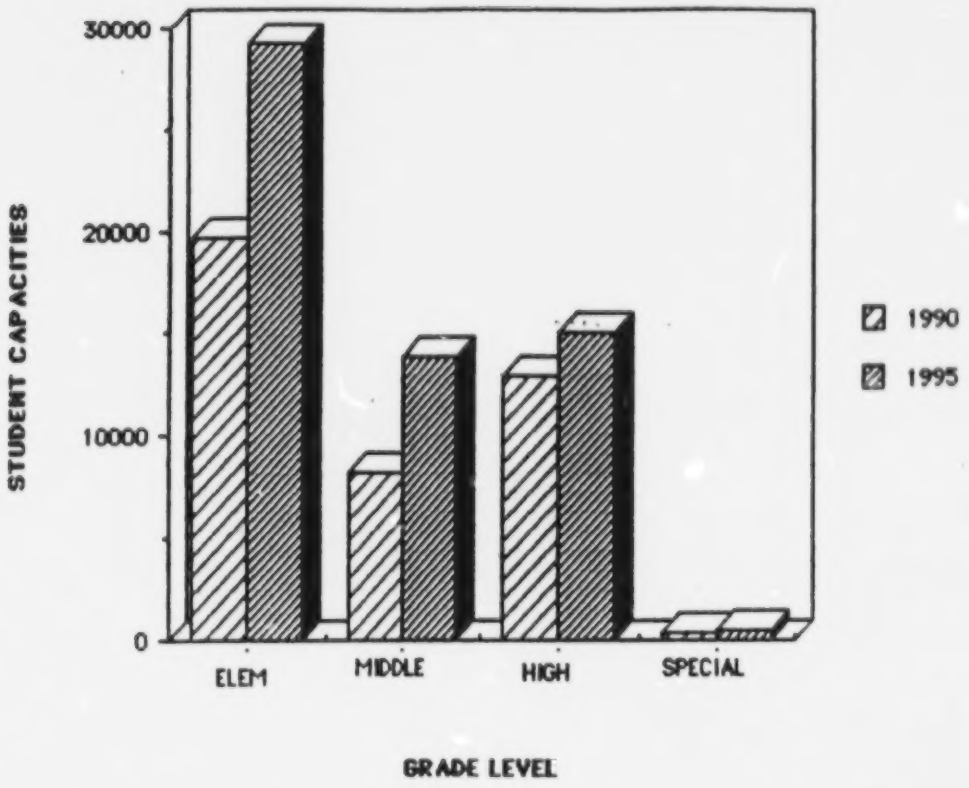
C-3 GROWTH IN POPULATION L988-2000



County Annual Report,

1989-90

PRESENT AND FUTURE STUDENT CAPACITIES

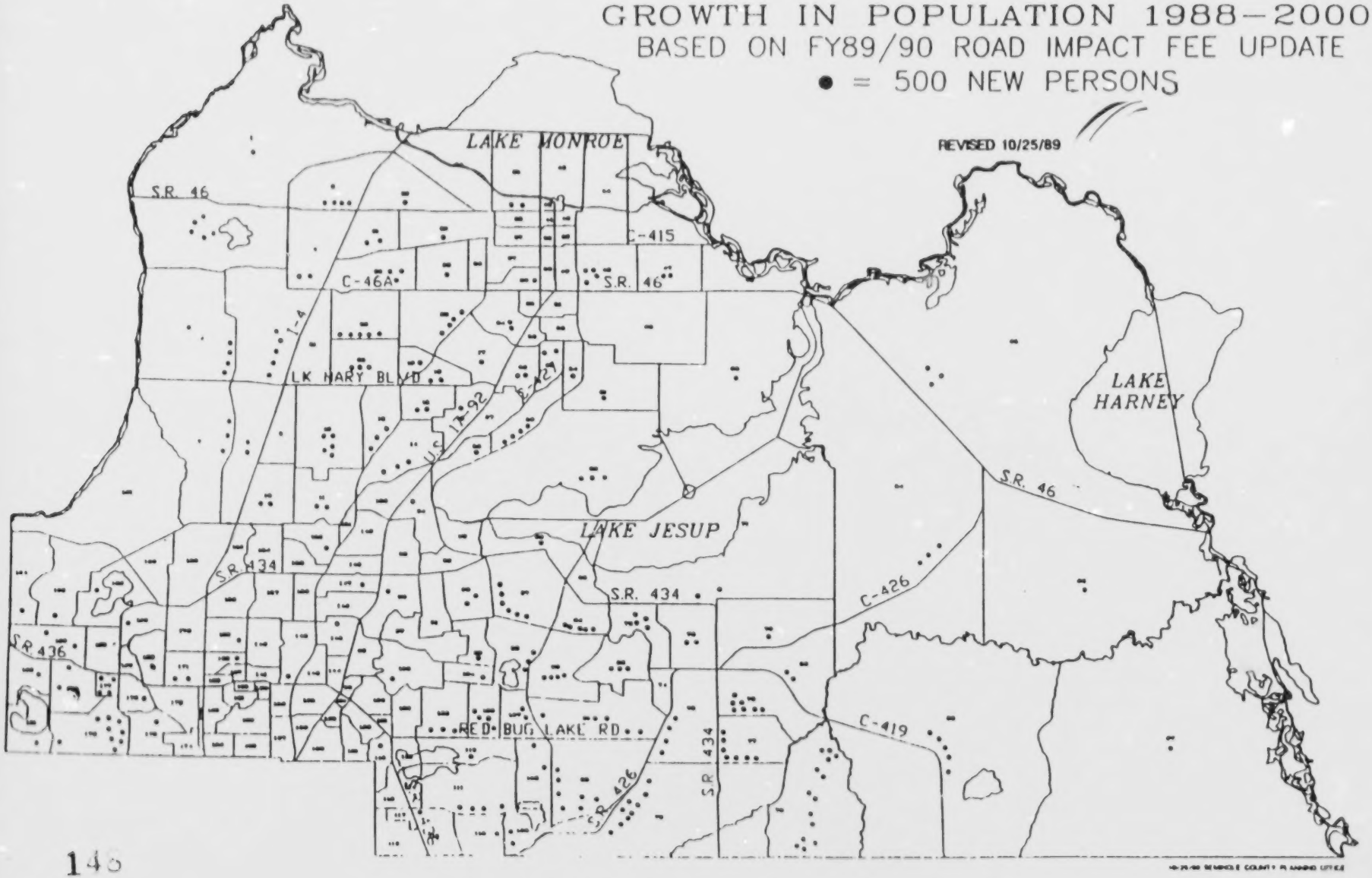


GROWTH IN POPULATION 1988–2000

BASED ON FY89/90 ROAD IMPACT FEE UPDATE

● = 500 NEW PERSONS

REVISED 10/25/89



APPENDIX D

TEACHERS' QUESTIONNAIRE

TEACHERS' POLL

Please rank the following statements in importance, checking the appropriate column for each statement.

	Very Important	Somewhat Important	Un-Importar
- Teacher knowledge of developmental stages and child development			
- Teacher's creativity			
- Teacher's classroom management skills			
- Additional teacher training in strategies for effective, appropriate instruction			
- Establishing a facilitative environment			
- Interest areas in the classroom			
- Adapting the curriculum for individual needs			
- Consideration in matching student learning style with instructional activities			
- Student involvement in classroom activities			
- Parent involvement.			

- -

1. What are the greatest needs of the kindergarten students at your school? What is considered a major outcome goal for the kindergarten student?

2. How can learning fundamental skills be improved?

3. What is the best way to ensure high-quality teaching?

4. What do you consider your greatest strength as a teacher?

5. Would you classify your present kindergarten curriculum as child-centered or teacher-directed?

6. How much time do you spend discussing curriculum with your teammates?
___ min./day ___ min./wk. ___ min./mo.

7. Name elements you consider important for a supportive classroom environment.

8. What major areas affecting students need changing at your school site?

9. What role should parents play in education?

10. Approximately how many meetings with parent groups did your grade level teachers have last year in addition to PTA meetings?

BEST COPY AVAILABLE

APPENDIX E

BRIGANCE KINDERGARTEN SCREENING FORM

KINDERGARTEN Pupil Data Sheet for the *BRIGANCE® K & 1 SCREEN*

K

A. Student's Name _____ Date of Screening (Year ____ Month ____ Day ____) School/Program _____

Parents/Guardian _____ Birthdate (Year ____ Month ____ Day ____) Teacher _____

Address _____ Age (Year ____ Month ____ Day ____) Assessor _____

B. BASIC SCREENING ASSESSMENTS

Page	Assessment Number	Skill *(Circle the skill for each correct response and make notes as appropriate.)*	C. SCORING: Number of Correct Responses	Point Value	Student's Score
2	1	**Personal Data Response:** Verbally gives: 1 first name 2 full name 3 age 4 address (street or mail) 5 birthdate (month and day)	×	2 points each	/10
3	2	**Color Recognition:** Identifies and names the colors: 1 red 2 blue 3 green 4 yellow 5 orange 6 purple 7 brown 8 black 9 pink 10 gray	×	1 point each	/10
5	3	**Picture Vocabulary:** Recognizes and names picture of: 1 dog 2 cat 3 key 4 girl 5 boy 6 airplane 7 apple 8 leaf 9 cup 10 car	×	1 point each	/10
6	4A	**Visual Discrimination:** Visually discriminates which one of four symbols is different: 1 ○ 2 □ 3 ○ 4 ⬭ 5 ↄ 6 O 7 I 8 P 9 V 10 X	×	1 point each	/10
8	5	**Visual-Motor Skills:** Copies: 1 ○ 2 – 3 + 4 □ 5 △	×	2 pts. ea.	/10
9	6	**Gross Motor Skills:** 1 Hops 2 hops on one foot. 2 Hops 2 hops on either foot. 3 Stands on one foot momentarily. 4 Stands on either foot momentarily. 5 Stands on one foot for 5 seconds. 6 Stands on either foot for 5 secs. 7 Walks forward heel-and-toe 4 steps. 8 Walks backward toe-and-heel 4 steps. 9 Stands on one foot momentarily with eyes closed. 10 Stands on either foot momentarily with eyes closed.	×	1 point each	/10
12	8	**Rote Counting:** Counts by rote to *(Circle all numerals prior to the first error.)* 1 2 3 4 5 6 7 8 9 10	×	5 point each	/5
13	9	**Identification of Body Parts:** Identifies by pointing or touching: 1 chin 2 fingernails 3 heel 4 elbow 5 ankle 6 shoulder 7 jaw 8 hips 9 wrist 10 waist	×	5 point each	/5
15	11	**Follows Verbal Directions:** Listens to, remembers, and follows: 1 one-step direction 2 two-step direction	×	2.5 points each	/5
17	12	**Numeral Comprehension:** Matches quantity with numerals: 2 1 4 3 5	×	2 pts. ea.	/10
21	15	**Prints Personal Data:** Prints first name. *Reversals:* Yes____ No____	×	5 points	/5
22	16	**Syntax and Fluency:** 1 Speech is understandable. 2 Speaks in complete sentences.	×	5 pts. ea.	/10
				Total Score	/100

D. OBSERVATIONS:

1 Handedness Right____ Left____ Uncertain____

2 Pencil grasp Correct____ Incorrect____

3 Maintained paper in the proper position when writing Yes____ No____

4 Record other observations below or on the back

_____

_____

_____

E. SUMMARY: *(Compared to other students included in this screening)*

1 this student scored ..... Lower____ Average____ Higher____

2 this student's age is ..... Younger____ Average____ Older____

3 the teacher rates this student ..... Lower____ Average____ Higher____

4 the assessor rates this student ..... Lower____ Average____ Higher____

F. RECOMMENDATIONS:

Place in: Preschool ___ Low Kindergarten ___ Average Kindergarten ___ High Kindergarten ___

Other *(Indicate.)* _____

Refer for *(Indicate if needed.)* _____

© 1987 Curriculum Associates, Inc. K & 1 Screen

BEST COPY AVAILABLE

APPENDIX F

ACTIVITY EVALUATION FORM

Name_____ Date_____

Activity Evaluation

This activity was:

_____ appropriate for my child

_____ meaningful and of value

_____ interesting and motivating

_____ a waste of time

Describe your role in guiding your child in his own problem solving and critical thinking during this activity.

This activity could be improved by:

Other comments:

APPENDIX G

PARENT/TEACHER SCREENING FORM

KINDERGARTEN ADMISSION INFORMATION—PARENT'S RATING FORM

Child's Name _____ Parent _____

Date _____

PURPOSE: Our school recognizes that parents can provide valuable information about their child that can be helpful in planning a better school program for the child. You can supply this information by responding to the items listed below.

DIRECTIONS: Read each item and check the column on the right that best applies to your child.

Can your child tell others his or her

	No	Uncertain	Yes
1. first and last name?			
2. age?			
3. street address (if applicable)?			
4. birthdate?			
5. telephone number (if applicable)?			

Personal/Speech

Does your child

	No	Uncertain	Yes
6. recognize (by naming) five colors?			
7. recognize (by naming) ten colors?			
8. count by rote to five?			
9. count by rote to ten?			
10. recognize numerals to five?			
11. recognize numerals to ten?			
12. comprehend numerals to five?			
13. recognize some lowercase letters?			
14. recognize some uppercase letters?			
15. comprehend pictures depicting action in books?			
16. comprehend stories read to him or her?			
17. recognize his or her name in print?			
18. copy a circle and plus sign?			
19. write his or her first name?			
20. write his or her last name?			
21. draw pictures that are recognizable?			
22. try to stay within the lines when coloring a picture with crayons?			
23. use scissors to cut paper?			
24. successfully perform art and craft projects appropriate for age?			
25. assemble puzzles appropriate for age?			

Beginning Academic Skills

Visual and Fine Motor Skills

Does your child consistently

	No	Uncertain	Yes
26. use the same hand as the preferred hand?			
27. discriminate between his or her right and left hand?			
28. follow the pattern of working left to right and top to bottom when appropriate?			

Dominance/Laterality

Does your child

	No	Uncertain	Yes
29. dress himself or herself?			
30. button his or her clothing?			
31. totally care for toileting needs?			
32. tie his or her shoes?			
33. know which shoe goes on which foot?			
34. usually take care of personal items?			
35. greet others in an appropriate manner?			
36. usually share and take turns willingly?			
37. usually play well with at least one child?			
38. willingly and cooperatively participate in a small group activity or game?			
39. show concern for using materials and equipment safely and appropriately?			
40. willingly engage in a new activity?			
41. usually make an effort to solve problems before seeking help from others?			
42. usually continue an activity without constant attention and encouragement?			
43. usually continue a task until completed or until it is time to stop?			
44. usually accept limits set by an adult?			
45. usually reflect a happy disposition?			
46. express needs and requests verbally rather than by inappropriate means?			
47. have speech that is understandable?			
48. speak in sentences of four or more words?			
*49. have good physical health and stamina?			
*50. have any handicaps or problems that might cause a need for special services?			

Self-help Skills

Social Skills

Emotional/Self-reliance

Speech

Health/Physical

*Please explain any handicaps or problems on the back of this form.

©1987—Curriculum Associates, Inc K & 1 Screen

BEST COPY AVAILABLE

APPENDIX H

END OF YEAR PARENT SURVEY

Dear Parents,

The home-learning activity project has been productive and interesting. I have enjoyed the opportunity for us to work together as partners to nurture your child's academic skills. Matching the games to the interest and abilities of each child was a challenge, and modifications were made when possible.

I'm proud of the progress each child has made! Your child sensed your interest and enthusiasm and in turn reflected your eagerness and willingness for learning!

Thank you again for the cooperation, availability, and encouragement you demonstrated in helping your child! I would appreciate your giving me your <u>final</u> comments so that I may make appropriate changes in future learning activities. Please return this form to school as soon as possible.

Sincerely,

Elaine Van Lue

The activities encouraged my child:

Yes/No

_____ 1. To become a better problem-solver;

_____ 2. To work independently as much as possible; and,

_____ 3. To improve in oral language expression.

Other ideas and/or suggestions:

APPENDIX I

KINDERGARTEN ESSENTIAL SKILLS CHECKLIST (MATH & LANGUAGE)

ESSENTIAL MATHEMATICS SKILLS

KINDERGARTEN CHECKLIST

1991-92

STUDENT'S NAME_____

SCHOOL_____

TEACHER_____

- ☐ E* Read numerals and match same to concrete sets to 10.
- ☐ E* Use manipulatives to demonstrate a knowledge of ordinal positions first-fifth
- ☐ E* Interpret and extend visual patterns using unifix cubes.
- ☐ E* Use manipulatives to orally and visually solve simple addition problems to 6.
- ☐ E* Use manipulatives to orally and visually solve simple subtraction problems to 6.
- ☐ E* Use manipulatives to compare terms that include: more/less, as many as, many/few, all/more.
- ☐ E* Estimate quantity of concrete objects stating real numbers and count objects with assistance.
- ☐ E* Solve visual and manipulative problems using estimation.
- ☐ E* Locate spatial positions using a stationary object as a point of reference.
- ☐ E* Demonstrate an understanding of elapsed time (day-night); (morning-afternoon).

- ☐ E Match manipulatives to show one to one correspondence.
- ☐ E Count manipulatives representing 1-10.
- ☐ E Make sets using manipulatives 1-10.
- ☐ E Order sets using manipulatives 1-10.
- ☐ E Count orally to 31. (Based on calendar).
- ☐ E Make simple comparisons by length, size, and weight.
- ☐ E Reproduce simple visual patterns using unifix cubes.
- ☐ E Identify circle, square, triangle, and rectangle.
- ☐ E Match geometric shapes.
- ☐ E Classify by shape and size.

E = ESSENTIAL SKILLS
* = THINKING SKILLS

THE SCHOOL BOARD OF , FLORIDA
CURRICULUM SERVICES
LANGUAGE ARTS ESSENTIAL SKILLS CHECKLIST FOR KINDERGARTEN

CHILD'S NAME _____
SCHOOL _____
TEACHER _____

COMPREHENSION

- ☐ E Recognize and name the eight basic colors.
- ☐ E* Demonstrate an understanding of spatial concepts (over, under, behind, in front of, etc.).
- ☐ E* Classify pictures into concept catgories. W A-4
- ☐ E* Describe pictured action. C-8
- ☐ E* Follow simple two-step directions given orally. F-19
- ☐ E* Listen to and discuss simple stories and poems to develop comprehension skills to: answer questions, compare and contrast, predict cause and effect, distinguish between reality and fantasy, and see logical relationships. E-15,16,18, F-20a,20b, W B-20

COMPOSITION/GRAMMAR

- ☐ E* Apply oral communication, pre-reading, and pre-writing skills in language experience activities (charts, dramatization, shared reading, story retelling, etc.).
- ☐ E* Communicate ideas through drawing and meaningful student-written symbols.

LITERATURE

- ☐ E* Listen and respond to a wide selection of literature (i.e. fiction, non-fiction, poetry, and drama).
- ☐ E* Develop and apply auditory, visual, listening, and language skills through various forms of literature: fairy tales, poetry, short stories, fables (i.e. Big Books, predictable books, etc.).
- ☐ E* Repeat simple nursery rhymes, fingerplays, poems, and stories.
- ☐ E* Identify main characters in familiar children's literature.

WORD ANALYSIS/ VOCABULARY/SPELLING

- ☐ E* Develop and apply auditory skills through language experience activities.
- ☐ E* Develop and apply visual perception skills through language experience activities that demonstrate left to right progression, word boundaries, likenesses and differences in words, etc. .
- ☐ E Recognize and name uppercase and lowercase letters of the alphabet.

LIFE-STUDY SKILLS / HANDWRITING

- ☐ E State name, age, and telephone number.
- ☐ E Write first and last names using initial uppercase letters.

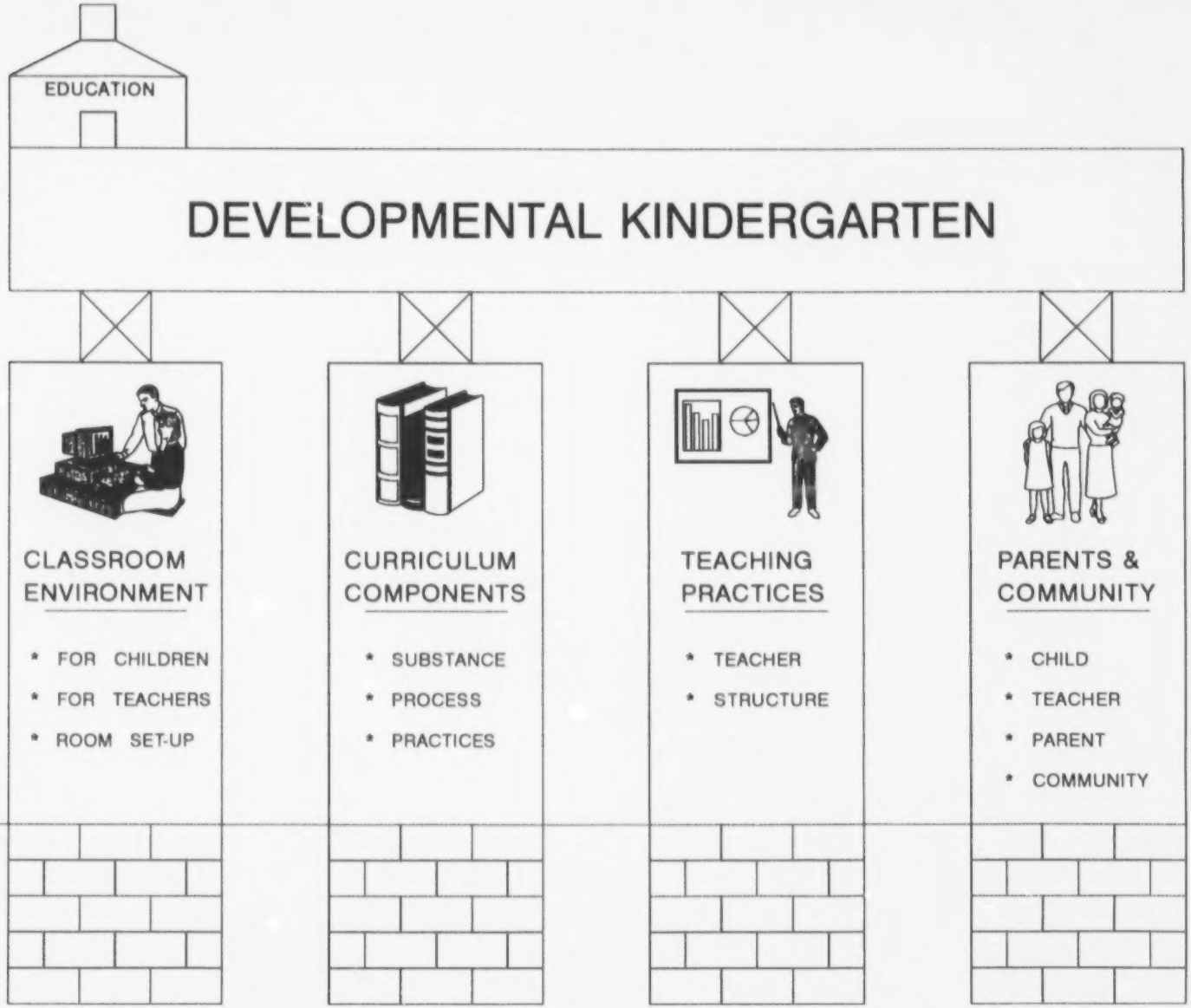
Code E = Essential Skill * = Thinking Skill C-7 = 1994-99 SSAT Reading Objective W B-20 = 1994-99 SSAT Writing Objective
CTBS 23 = Comprehensive Test of Basic Skills (Write a play, 1033) = Standard of Excellence

SCS No.. 938 (Rev. 8-90)

BEST COPY AVAILABLE

APPENDIX J

DEVELOPMENTAL KINDERGARTEN MODEL



VAN LUE DEVELOPMENTAL KINDERGARTEN
----------FOUNDATION MODEL---------

VAN LUE DEVELOPMENTAL KINDERGARTEN MODEL

What happens in a developmental learning environment?
A sensitive classroom climate is demonstrated by ....

CLASSROOM ENVIRONMENT

For Children:	Child-centered
	Child-initiated
	Actively involved with many materials
For Teachers:	Empowered; spontaneous
	Ask rather than talk
	Sustain student individuality
Room Set-up:	Mobile, multiple spaces
	Adaptable, accessible learning centers
	Varied materials

CURRICULUM COMPONENTS

Substance:	"Whole" child considered
	Process oriented, not product
	Natural knowledge growth
Process:	Life-long learning skills emphasized
	Positive socialization skills
	Improved thinking skills using concrete materials
Practices:	Broad range, multi-level materials
	Interrelationships through integration
	Daily creative art experiences

TEACHING PRACTICES

Teacher:	Accepting; facilitative
	Updated training
	Self-evaluations
	Modeling positive guidance techniques
Structure:	Integrated experiences
	Ongoing assessment with teacher rating scales
	Natural growth respected
	Supportive assistants, tutors

PARENT INVOLVEMENT/COMMUNITY OUTREACH

(Key to knowledge for children and capacities of school)

Child:	Take-home activities/projects
Teacher:	Workshops for volunteers; training handbook
	Ongoing needs assessments
Parent:	Shared decision-making
	Resource Information Center
Community:	Shared resources and cultural talents

APPENDIX K

THEMES FOR LEARNING CENTERS

THEMES FOR LEARNING CENTERS

October	School Environment; Rules & Manners; Colors; Getting to Know You and Me; Self-Concept; Families; Rhymes; Fall/Harvest; Apple Week; Fire Prevention.
November	Nutrition & Food Groups; Self-Concept; Native American and Indian Cultures; Day-Night; Opposites; Spatial Concepts; Geometric Shapes.
December	Seasons; Customs and Holidays Around the World; Manipulative numeration.
January	Winter, Hibernation, Eskimos; Animals; Friendship; Like-Different Review; Making and ordering sets with manipulatives, 1-10
February	Community Helpers; Patriotism & Famous Presidents; Post Office; Loving Values, Feelings, and Friends; Dental Health.
March	Personal Data (name, age, telephone number); Alphabet Recognition (whole alphabet review); Birds; Wind & Kites; Weather
April	Transportation (land, water, air, space); Spring; Animals and Their Needs (pets, wild); Insects; Gravity & Magnets; Friction; Space (earth, moon, stars).
May	Plants & Seeds; Living-Non-Living; Safety; Senses; Textures; Health & Cleanliness; Inventions; Real-Unreal.
June	Summer Fun; Water - Ocean Life

APPENDIX L

CHILD SKILLS CHECKLIST

CHILD SKILLS CHECKLIST

Taken from: Janice J. Beatty, Observing Development of the Young Child

(Permission is granted by the publisher to reproduce
this checklist for evaluation and record keeping.)

Name:_____ Observer:_____

Program:_____ Date:_____

Directions: Put a checkmark for items you see child perform regularly.
Put N for items where there is no opportunity to observe.
Put + for items where child has progressed to advanced level.
Leave all other items blank.

1. Self-Identity

_____ Separates from parents without difficulty
_____ Does not cling to adults excessively
_____ Makes eye contact with adults
_____ Makes activity choices without teacher's help
_____ Seeks other children to play with
_____ Plays roles confidently in dramatic play
_____ Stands up for own rights
_____ Displays enthusiasm in regard to doing things for self

2. Emotional Development

_____ Allows self to be comforted during stressful time
_____ Eats, sleeps, toilets without fuss away from home
_____ Handles sudden changes/startling situations with control
_____ Can express anger in words rather than actions
_____ Allows aggressive behavior to be redirected
_____ Does not withdraw from others excessively
_____ Shows interest/attention in classroom activities
_____ Smiles, seems happy much of the time

3. Social Play

_____ Plays by self with or without objects
_____ Plays by self constructing or creating something
_____ Plays by self in pretending-type activity
_____ Plays parallel to others with or without objects
_____ Plays parallel to others constructing or creating something
_____ Plays parallel to others in pretending-type activity
_____ Plays with a group with or without objects
_____ Plays with a group constructing or creating something
_____ Plays with a group in pretending-type activity

4. Prosocial Behavior

_____ Shows concern for someone in distress
_____ Shows delight for someone experiencing pleasure
_____ Shares something with another
_____ Gives something of his/her own to another
_____ Takes turns with toys or activities
_____ Waits for turn without a fuss
_____ Helps another do a task
_____ Helps another in need

5. Large Motor Development

_____ Walks down steps alternating feet
_____ Runs with control over speed and direction
_____ Jumps over obstacle, landing on two feet
_____ Hops forward on one foot
_____ Pedals and steers tricycle
_____ Climbs up and down climbing equipment with ease
_____ Throws object overhand to target
_____ Catches thrown object with hands

6. Small Motor Development

_____ Shows hand preference (which is _____)
_____ Turns with hand easily (knobs, lids, eggbeaters)
_____ Pours liquid into glass without spilling
_____ Unfastens and fastens zippers, buttons, Velcro tabs
_____ Picks up and inserts objects with ease
_____ Uses drawing/writing tools with control
_____ Uses scissors with control
_____ Pounds in nails with control

7. Cognitive Development: Classification and Seriation

_____ Recognizes basic geometric shapes
_____ Recognizes colors
_____ Recognizes differences in size
_____ Sorts objects by appearance
_____ Discriminates things that are alike from those that are different
_____ Puts parts together to make a whole
_____ Arranges events in sequence from first to last
_____ Arranges objects in series according to a certain rule

8. Cognitive Development: Number, Time Space, Memory

_____ Counts by rote to ten
_____ Counts objects to ten
_____ Knows the daily schedule in sequence
_____ Knows what happened yesterday

_____ Can build a block enclosure
_____ Can locate an object behind or beside something
_____ Recalls words to song, chant
_____ Can recollect and act on a series of directions

9. Spoken Language

_____ Speaks confidently in the classroom
_____ Speaks clearly enough for adults to understand
_____ Speaks in expanded sentences
_____ Takes part in conversations with other children
_____ Asks questions with proper word order
_____ Makes negative responses with proper word order
_____ Uses past tense verbs correctly
_____ Plays with rhyming words

10. Written Language

_____ Pretends to write by making scribbles in horizontal lines
_____ Includes features of real letters in scribbling
_____ Identifies own written name
_____ Identifies classroom labels
_____ Knows some alphabet letters
_____ Makes real letters
_____ Prints letters of name
_____ Prints name correctly in linear manner

11. Art Skills

_____ Makes random marks or covers paper with color
_____ Scribbles on paper
_____ Forms basic shapes
_____ Makes mandalas
_____ Makes suns
_____ Draws human as circle with arms and legs attached
_____ Draws animals, trees
_____ Makes pictorial drawings

12. Imagination

_____ Pretends by replaying familiar routines
_____ Needs particular props to do pretend play
_____ Assigns roles or takes assigned roles
_____ May switch roles without warning
_____ Uses language for creating and sustaining plot
_____ Uses exciting, danger-packed themes
_____ Takes on characteristics and actions related to role
_____ Uses elaborate and creative themes, ideas, details

APPENDIX M

TRADITIONAL CURRICULUM ORIENTATION

Traditional Curriculum Orientation

* promotion of traditional values
* academics (reading, writing, math) are of upmost importance
* study of subjects - highly structured regimented
* teacher - directed
* content - centered
* focuses on intellectual domain
* the days schedule for learning is divided into separate subjects - specific amounts of time

APPENDIX N

DEVELOPMENTAL CURRICULUM FRAMEWORK

Developmental Curriculum Framework

* Child development principles are applied in all facets of program practice

* Incorporates work of Gesell, Piaget, Montessori, and Bloom

* Focus is total child-cognitive, affective, and psychomotor

* Needs, interests and learning styles of each child takes major curriculum focus

* Active participation of each child is encouraged - observation, exploration, ver balization

* How curriculum is taught is as important as what is taught

APPENDIX O

A DEVELOPMENTALLY APPROPRIATE CURRICULUM

WHAT IS "DEVELOPMENTALLY APPROPRIATE"?

Developmentally appropriate programs should:

* Emphasize process of learning rather than product.

* Accept the stage the child is at rather than the level at which adults may want them to be.

* Help children gain confidence in their ability to develop skills and learn about their environment.

* Feature developmentally appropriate materials.

* Allow children to direct their own learning, with guidance from teachers.

Brigman, A. (1989). Early childhood education and childcare. Virginia: American Association of School Administrators.

A Developmentally Appropriate Curriculum. . .

* integrates all areas of development
* involves teacher and parent observations
* emphasizes learning as an interactive process
* provides learning activities and materials that are concrete, real, and relevant to the lives of young children
* provides for a variety of developmental interests and abilities (wider that C.A.)
* provides a variety of activities and materials--increasing in difficulty as children develop understanding and skills
* provides opportunities for choice-- adults facilitate and extend learning activities
* provides for multiculutral and nonsexist experiences, materials and equpiment
* provides a balance of rest and active movement
* provides outdoor experiences for children of all ages

Taken from: "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 6"(NAEYC)

APPENDIX P

LIST OF TAKE-HOME LEARNING ACTIVITY PACKETS

LEARNING ACTIVITY PACKETS

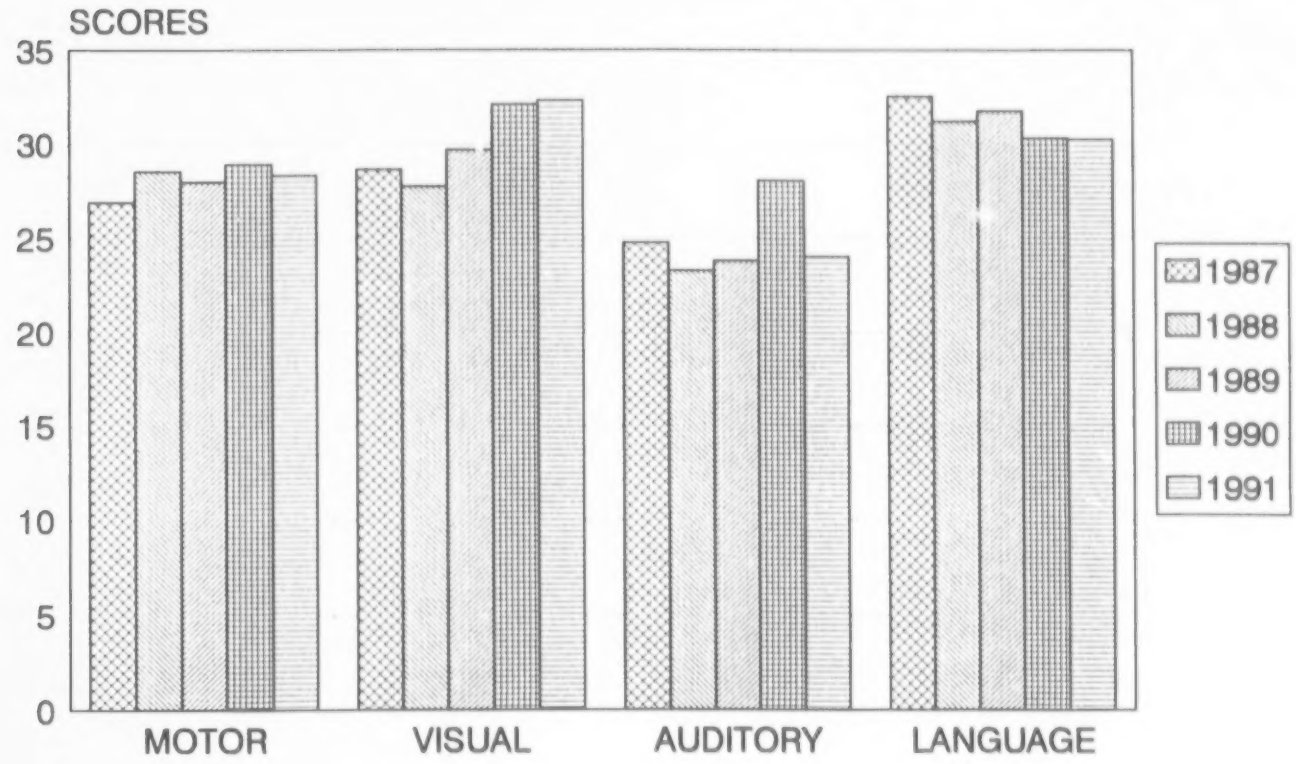
1. Little Drummer Boys (numbers, sets, words)
2. Birthday Buggies (classification)
3. Dressing Up Drake (following directions)
4. Zip Zip Hooray (color words)
5. My Mittens Are Missing (rhyming)
6. Sets Match-Up (numeration)
7. Just For You (initial consonant matching)
8. Making Caterpillars (sequencing 1-10)
9. Sparky's Sets (matching dots and numerals)
10. Let's Write It (lower case alphabet, a-i)
11. Match-up (objects & numerals, 1-12)
12. Alphabetical Sequence (Aa-Zz)
13. Recognize It (Numerals 1-9)
14. A Long List (Days of the Week)
15. Number Sets (numerals 1-5)
16. Catnip Cookies (ending sounds)
17. Panda Patchwork Pajamas (visual discrimination)
18. Missing Numerals (writing in sequence)
19. Panda Pat (following directions; visual discrimination)
20. Letter Activities (writing, sound-symbol)
21. Sound Activities (writing, sound-symbol)
22. Turkey Trot (Counting; numeration)
23. Beginning Consonants and Letter (clothespin match)
24. Sailboat Matching (Numbers 1-7, word, objects, numeral)
25. A Penny A Pencil (money value; comparisons)
26. Color Words Match (visual discrimination)
27. An Adventure with Blue Bear - (create a story)
28. Crayon Match (matching number word with numerals & sets)
29. Matching Pies (Numbers, words and objects 1-5)
30. Match My Beginning Sound (sound/symbol sense)
31. Peek and Poke Problems (addition & subtraction concepts)
32. Story Dictation (language expression; sequencing events)
33. "Nn & Mm" Match (beginning sounds)
34. "Ff & Ll" Match (beginning sounds)
35. "Gg & Jj" Match (beginning sounds)
36. "Ss & Tt" Match (beginning sounds)
37. To Grandma's House ("Jj, Kk, Ll, Pp" practice)
38. Tell (hidden pictures - visual discrimination)
39. Beanstalk Game ("Bb, Dd, Gg, Mm, Nn" sound/symbol review)
40. Picture-Letter Match (whole alphabet; sound/symbol correspondence)
41. Run For Your Life (Sounds for "ch, wh, th, sh")
42. Dot-to-Dot (alphabetical and number sequence)
43. Sound-Letter Matches (match letter sound to picture)
44. Writing Ending Sounds (fine motor skills; sound/symbol)
45. Writing Beginning Sounds (fine motor skills; sound/symbol
46. Making Your Own Rhymes (rhyming)
47. Making Sets and Number words (numeral-set correspondence)
48. Matching 3-Digit Numerals (patterning; estimation)
49. Shape Pockets and Puzzles (classification; comparison)
50. Mail Delivery Match (visual perception)

APPENDIX Q

YELLOW BRICK ROAD INVENTORY, BAR GRAPHS, 1987-1991

YELLOW BRICK ROAD

KG SCREENING SCORES

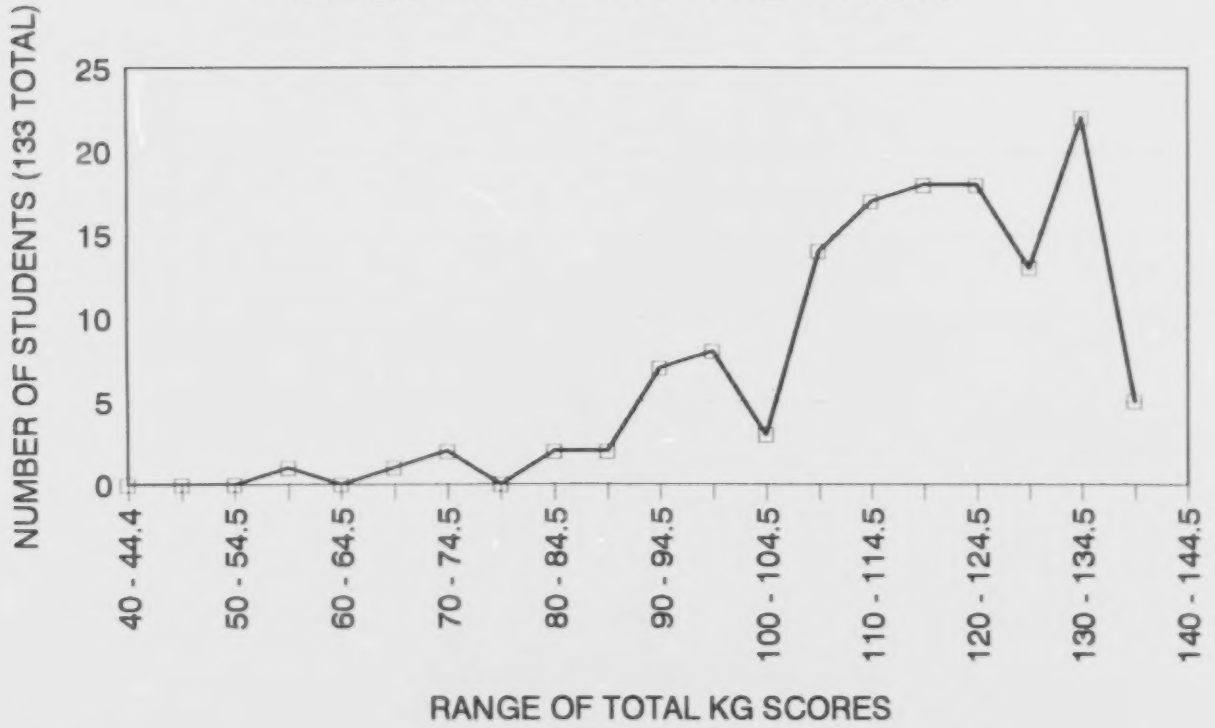


APPENDIX R

YELLOW BRICK ROAD, FREQUENCY DISTRIBUTION, 1987-1991

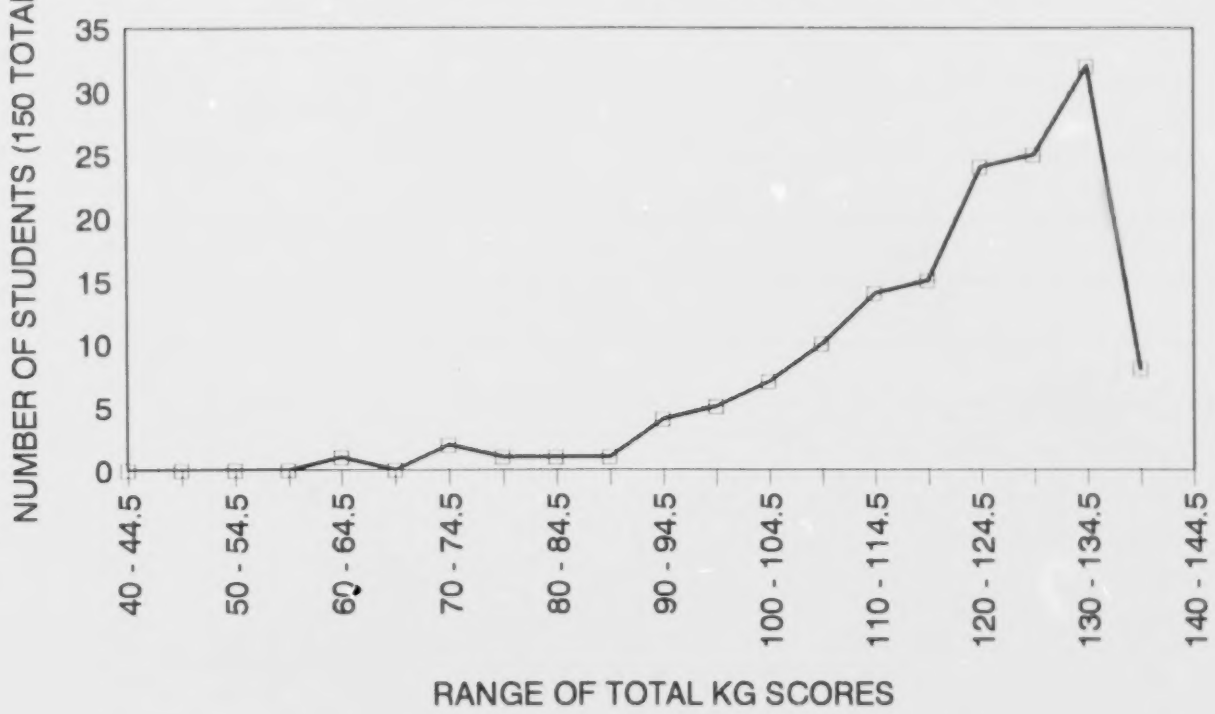
1991 YELLOW BRICK ROAD

FREQUENCY DISTRIBUTION



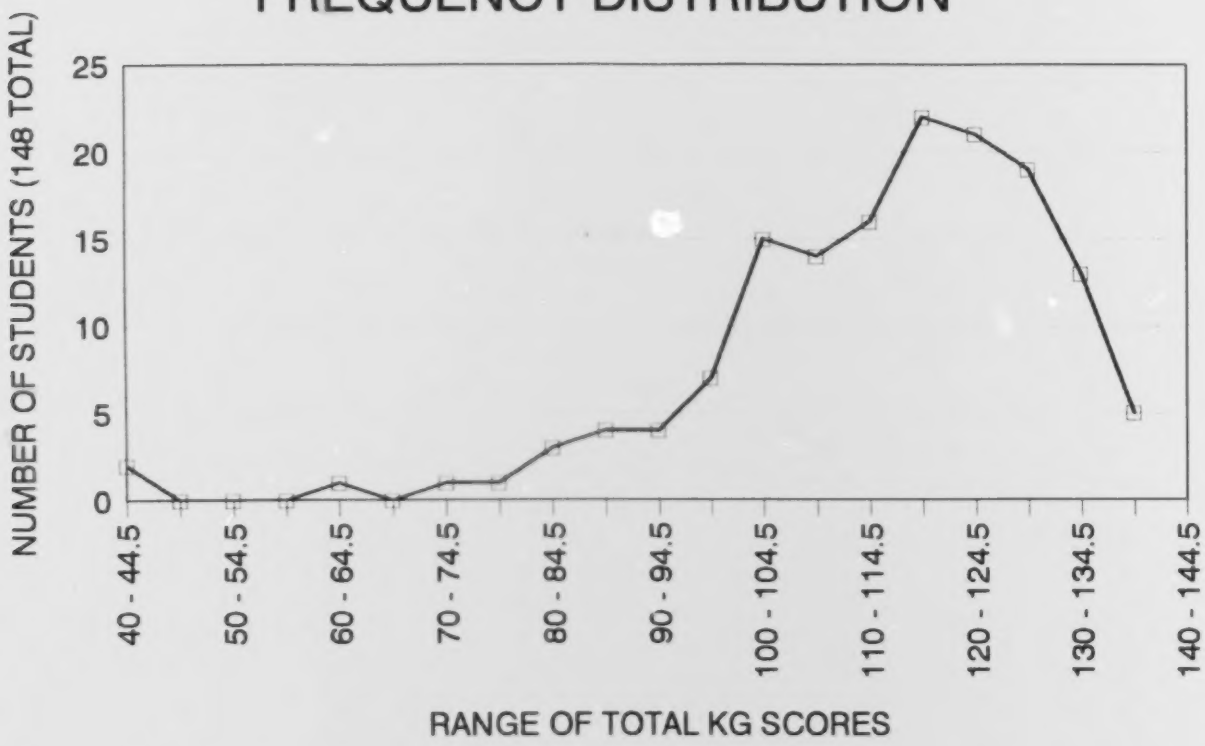
1990 YELLOW BRICK ROAD

FREQUENCY DISTRIBUTION



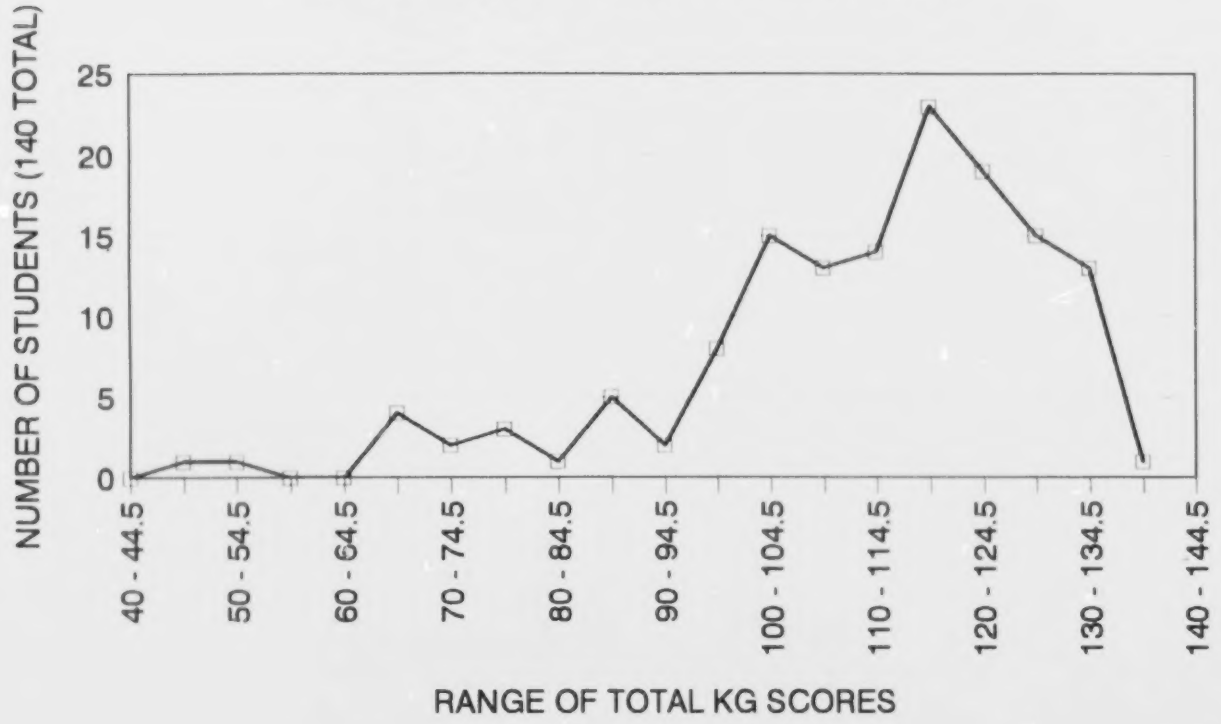
1989 YELLOW BRICK ROAD

FREQUENCY DISTRIBUTION



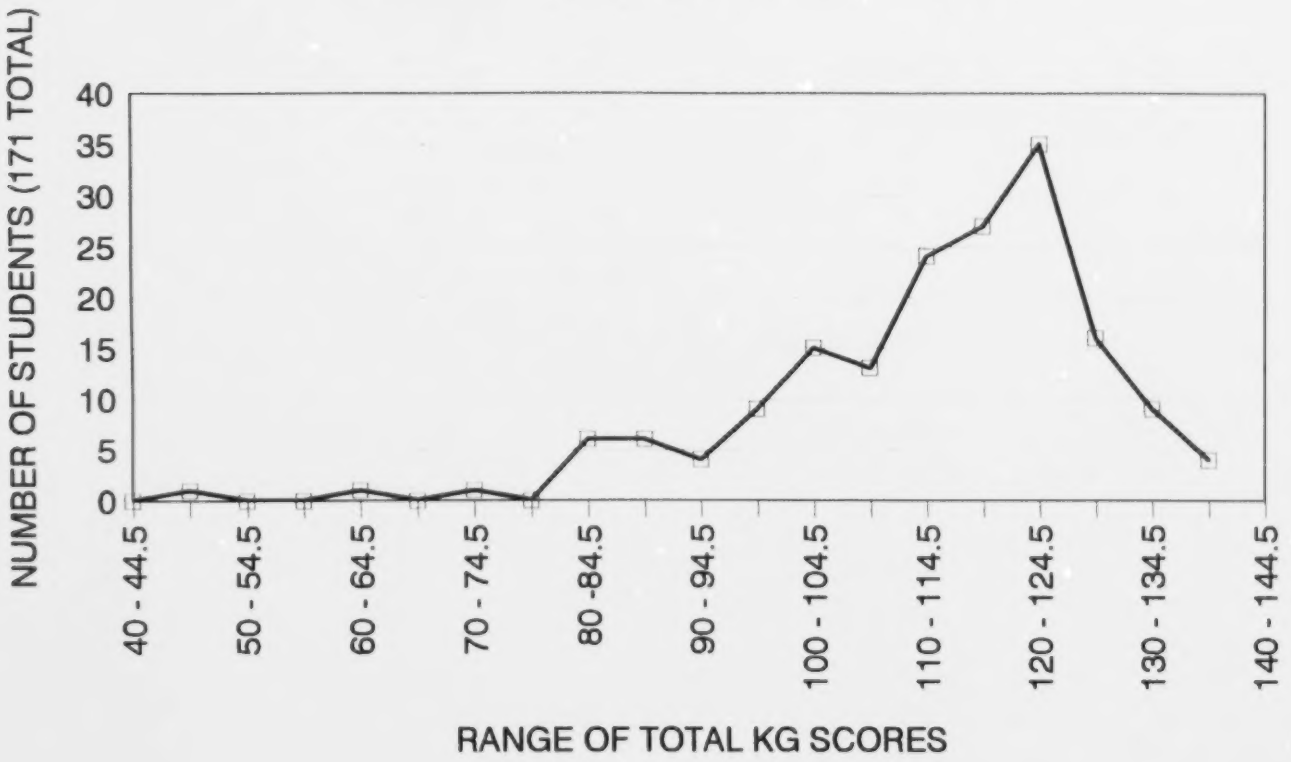
1988 YELLOW BRICK ROAD

FREQUENCY DISTRIBUTION



1987 YELLOW BRICK ROAD

FREQUENCY DISTRIBUTION



APPENDIX S

YELLOW BRICK ROAD INVENTORY SCORES, 1987-1991

Date: October 25, 1991

1991 Yellow Brick Road Screening Scores

Total Battery: 144 Total possible for each subtest: 36

Range High: 139.5 LOW: 56

Total Students Tested: 133

Percentiles: 75th: 126 50th: 116.5 25th: 107

Mean Subtest Scores

	TOTAL	MOTOR	VISUAL	AUDITORY	LANGUAGE
All Kdgn.	114.85	28.33	32.30	23.99	30.23
	108.37	25.10	31.81	23.06	28.40
	115.30	30.44	31.13	22.43	31.30
	111.17	26.15	32.63	22.19	30.19
	120.48	29.89	33.78	25.44	31.37
	118.57	29.89	32.13	26.74	29.81

FREQUENCY DISTRIBUTION: By total Kdgn. and class, based on Total Battery

RANGE	ALL K					
139.5 - 135	5	-	1	-	1	3
134.5 - 130	22	4	4	3	6	5
129.5 - 125	13	1	1	4	3	4
124.5 - 120	18	3	2	2	7	4
119.5 - 115	18	1	8	4	3	2
114.5 - 110	17	2	4	4	3	4
109.5 - 105	14	6	3	2	2	1
104.5 - 100	3	0	-	2	1	-
99.5 - 95	8	5	1	2	-	-
94.5 - 90	7	2	2	-	-	3
89.5 - 85	2	-	1	-	1	-
84.5 - 80	2	-	-	2	-	-
79.5 - 75	-	-	-	-	-	-
74.5 - 70	2	2	-	-	-	-
69.5 - 65	1	-	-	-	-	1
64.5 - 60	-	-	-	-	-	-
59.5 - 55	1	-	-	1	-	-

Date: Oct.15, 1990

1990 Yellow Brick Road Screening Scores

----Total Battery: 144 Total possible for each subtest: 36

----Range High: 139 Low: 64

----Total Students Tested: 150

----Percentiles: 75th: 130 50th: 123.5 25th: 113

Mean Subtest Scores

	TOTAL	MOTOR	VISUAL	AUDITORY	LANGUAGE
All Kdgn.	119.31	28.90	32.09	28.05	30.29
	116.35	28.06	31.77	27.56	28.96
	121.98	30.11	32.78	28.87	30.22
	118.26	28.22	32.06	27.90	30.16
	117.48	28.52	30.89	27.48	30.59
	120.04	29.31	31.77	27.75	31.21
	121.75	29.19	33.27	28.71	30.58

FREQUENCY DISTRIBUTION: By total Kdgn. and class, based on Total Battery

RANGE	ALL K						
139.5 - 135	8	1	1	1	1	1	3
134.5 - 130	32	6	8	3	5	5	5
129.5 - 125	25	4	6	6	3	3	3
124.5 - 120	24	-	6	4	2	6	6
119.5 - 115	15	4	1	2	3	3	2
114.5 - 110	14	3	-	3	2	2	4
109.5 - 105	10	2	2	2	2	1	1
104.5 - 100	7	3	1	2	-	-	1
99.5 - 95	5	-	1	-	3	1	-
94.5 - 90	4	2	-	2	-	-	-
89.5 - 85	1	-	-	-	-	1	-
84.5 - 80	1	-	-	-	-	1	-
79.5 - 75	1	-	-	-	1	-	-
74.5 - 70	2	-	1	-	-	-	1
69.5 - 65	-	-	-	-	-	-	-
64.5 - 60	1	1	-	-	-	-	-
59.5 - 55	-	-	-	-	-	-	-

150 total kindergarten students tested

DATE: Oct. 3, 1989

1989 Yellow Brick Road Screening Scores

----Total Battery: 144 Total possible for each subtest: 36
---Range High: 137.5 Low: 41
----Total Students tested: 148
----Percentiles: 75th: 125 50th: 116.5 25th: 104.5

Mean Subtest Scores

	TOTAL	MOTOR	VISUAL	AUDITORY	LANGUAGE
All Kdgn.	113.17	27.98	29.67	23.78	31.76
	109.07	27.55	28.14	22.00	31.34
	120.62	30.06	31.54	26.76	32.26
	113.82	26.14	30.82	24.76	32.12
	106.35	26.60	27.63	20.50	31.65
	117.31	29.73	30.46	25.25	31.87
	111.83	27.79	29.40	23.38	31.29

FREQUENCY DISTRIBUTION: By total Kdgn. and class, based on Total Battery

RANGE	ALL K						
139.5 - 135	5	-	3	-	-	1	1
134.5 - 130	13	2	3	1	1	3	3
129.5 - 125	19	2	7	3	2	3	2
124.5 - 120	21	4	5	4	3	4	1
119.5 - 115	22	1	2	8	2	5	4
114.5 - 110	16	2	1	2	2	3	6
109.5 - 105	14	3	1	2	3	3	2
104.5 - 100	15	3	1	2	5	1	3
99.5 - 95	7	2	-	1	2	2	-
94.5 - 90	4	1	-	-	1	1	1
89.5 - 85	4	1	-	1	1	-	1
84.5 - 80	3	-	1	-	1	-	1
79.5 - 75	1	-	-	1	-	-	-
74.5 - 70	1	-	-	-	-	-	1
69.5 - 65	-	-	-	-	-	-	-
64.5 - 60	1	-	1	-	-	-	-
59.5 - 55	-	-	-	-	-	-	-
54.5 - 50	-	-	-	-	-	-	-
49.5 - 45	-	-	-	-	-	-	-
44.5 - 40	2	1	-	-	1	-	-

148 total kindergarten students tested

DATE: 10/6/88

1988 Yellow Brick Road Scores

---Total possible for each subtest: 36 Total Battery: 144
---Range High: 135 Low: 48
---Total students tested: 154 (140 regular Kdgn., 14 Pre-first)
---Percentiles: 75th: 123.5 50th: 115 25th: 102

Mean Subtest Scores

	TOTAL	MOTOR	VISUAL	AUDITORY	LANGUAGE
All K (-Pre 1)	110.73	28.53	27.74	23.25	31.21
	110.38	29.04	26.46	23.56	31.32
	117.25	29.44	30	25.33	32.48
	107.76	27.70	26.70	22:32	31.04
	116.19	29.31	29.88	25.17	31.83
	114.44	29.44	28.29	24.83	31.88
	94.42	25.50	24.33	16.67	27.92
	117.86	29.29	28.93	27.14	32.50

FREQUENCY DISTRIBUTION: By class and total Kdgn., based on total battery scores.

RANGE	ALL K							
139.5 - 135	1	1	-	-	-	-	-	-
134.5 - 130	13	2	5	1	3	2	-	1
129.5 - 125	15	3	3	2	5	1	1	5
124.5 - 120	19	4	3	6	-	6	-	1
119.5 - 115	23	5	4	2	6	6	-	3
114.5 - 110	14	1	3	4	3	2	1	2
109.5 - 105	13	2	3	2	2	4	-	1
104.5 - 100	15	1	1	2	3	2	6	-
99.5 - 95	8	1	1	1	2	-	3	-
94.5 - 90	2	-	-	1	-	-	1	-
89.5 - 85	5	2	-	1	-	-	2	-
84.5 - 80	1	-	-	-	-	-	1	1
79.5 - 75	3	2	-	1	-	-	-	-
74.5 - 70	2	-	1	1	-	-	-	-
69.5 - 65	4	-	-	-	-	1	3	-
64.5 - 60	-	-	-	-	-	-	-	-
59.5 - 55	-	-	-	-	-	-	-	-
54.5 - 50	1	-	-	1	-	-	-	-
.5 - 45	1	1	-	-	-	-	-	-
44.5 - 40	-	-	-	-	-	-	-	-

140 total regular kindergarten

DATE: 10/2/87

1987 Yellow Brick Road Scores

NOTE: The Pre-First class scores were not included in this analysis (mean scores and all Kdgn. frequency distribution totals)

---Total possible for each subtest: 36 total battery: 144
---Range High: 138 Low: 47.5
---Total students tested: 180 (171 regular Kdgn., 9 Pre-First)
---Percentiles: 75th: 123 50th: 116 25th: 104.5

MEAN SUBTEST SCORES

	TOTAL	MOTOR	VISUAL	AUDITORY	LANGUAGE
All K(-Pre 1)	112.78	26.89	28.62	24.73	32.54
	115.77	28.65	29.08	25.13	32.92
	114.15	26.70	30.48	34.39	32.59
	114.15	27.06	30.07	24.59	32.43
	116.90	26.82	29.20	27.44	33.44
	116.50	28.33	28.08	26.96	32.79
	114.84	26.56	29.80	25.48	33.00
	94.57	23.57	22.76	17.95	30.29
	108.89	25.22	27.61	26.28	29.78

Frequency distribution by class and total Kdgn. based on total battery scores:

RANGE	ALL K								
139.5 - 135	4	-	-	2	1	1	-	-	-
134.5 - 130	9	4	1	-	2	1	1	-	-
129.5 - 125	16	4	1	5	2	2	2	-	1
124.5 - 120	35	3	7	5	2	11	7	-	-
119.5 - 115	27	6	5	3	7	2	4	-	2
114.5 - 110	24	3	4	1	6	2	5	3	1
109.5 - 105	13	-	-	4	4	1	2	2	2
104.5 - 100	15	1	1	3	-	3	3	4	1
99.5 - 95	9	1	2	-	1	2	-	3	1
94.5 - 90	4	-	1	1	-	1	-	1	1
89.5 - 85	6	-	1	3	-	-	-	2	-
84.5 - 80	6	1	-	-	-	-	1	4	-
79.5 - 75	-	-	-	-	-	-	-	-	-
74.5 - 70	1	-	-	-	-	-	-	1	-
69.5 - 65	-	-	-	-	-	-	-	-	-
64.5 - 60	1	-	-	-	-	-	-	1	-
59.5 - 55	-	-	-	-	-	-	-	-	-
54.5 - 50	-	-	-	-	-	-	-	-	-
49.5 - 45	1	1	-	-	-	-	-	-	-

APPENDIX T

LETTER FOR RABBIT VISIT

A RABBIT IS COMING FOR A VISIT!!!!!!!!!!!!!!!

Dear Parents,

A special rabbit is coming to visit our classroom the last few months of school. He has traveled far to meet all the children. He would very much like to spend a night at your home so that he may get to know each child and their family.

When our special visitor stays over at your house, we ask that you include him in all your activities, just like we do at school. Rabbit has a diary that you need to help your child write in about his stay at your home.

If you would like to have our rabbit spend a night or weekend at your house and you will help your child write in his diary, please sign the permission slip below. Our rabbit must always come back to school the next school day so that he may visit everyone's home.

We truly hope that you and your child will have our special visitor over for a night.

The Kindergarten Team

P.S. The rabbit is a stuffed animal!

_____
Child's Name

____ Yes! We would love to have the rabbit stay at our house for a night. We will also write in his diary about his stay.

____ No. We cannot let the rabbit stay over at our house.

_____
Parent's Signature

APPENDIX U

JOURNAL OF AUSSIE THE RABBIT

JOURNAL FOR AUSSIE THE RABBIT

April 21, Day 1 of my visit: A Day with Dr. Pinnell

Today was a very long but exciting day for me. I got to fly in an airplane for the very first time. It was a little scary to begin with, but then the ride was fun. We flew very high over the ocean to Orlando, Florida. Then I got to take a taxi cab to Lake Mary Elementary School. A very, very, nice man, Dr. Pinnell, greeted me and made me feel very welcome. Dr. Pinnell took me to meet all the wonderful children in Mrs. Van Lue's class. They were very nice too!

I also got to go home and spend the night at Dr. Pinnell's house. He has a dog! It scared me! I thought it would eat me but all he wanted to do was be friends and play with a frisbee. I slept well because I was soooooo tired!

April 22, Day 2 of my visit: A Day with Miss Casey

Boy, did I have a scare today! I got sent to the principal s office. I just knew I was in BIG trouble. Was I ever relieved (and excited) to find that I wasn't in trouble - but was going to spend the night with Miss Casey. I had to wait at school quite a while for her to finish her work - I was a little bored. But then things got better.

We rode home in her blue Honda - she's a very safe driver and made sure my seat belt was fastened. On the way home to her condominium we had to stop at Publix to get some carrots for my dinner. Can you believe she didn't have any?! Once we got home we put on our walking shoes (she has Reeboks, and loaned me a pair) for a three mile power walk. Boy, did I hop my feet off!!

After dinner we watched T.V. - but only for a little while. Then I had to get ready for bed - she made sure I brushed my teeth. Once again I was very tired and fell asleep while we were reading a book.

Day 3, April 23: A Day with Jay

Today I got to see what high school is like. I went with Jay through his classes, and boy were they fun. After school we went to his house for only a minute and then we came back to LME and played basketball. I watched Jay dunk it so many times and then we rushed back to Jay's house with his friend Steve. We next took a ride over to Lake Brantley High School to watch 2 softball games. Lake Mary won and so did Lake Brantley. We got home at about 10 and had some dinner. After that we soon went to bed and had to get up at 6:00 this morning so we could make it to school on time.

Day 4, 5, 6, April 24, 25, 26: Days with Jacqueline

I had a very nice time on the way home, on the bus, to Jacqueline's house. All the children on the bus were noisy and ready for the weekend. When we were home we had applesauce for snack and then played. That evening a babysitter came over and played with us. We had a lot of fun and pizza for dinner.

Saturday was a busy day for Jacqueline's family. They had to go to their new house and work. I had to stay home with Gypsy, the dog, because I might have gotten dirty. Everyone came home dirty and exhausted. We went into the pool for awhile to relax and cool down. We played a little after dinner and then passed out in bed.

Sunday morning we tried the pool again, but it was too cold. Later, Jacqueline's Nana and Grandaddy came over. I watched as they ate a tasty looking cake. Next Katie came over and played, then time for dinner and bed at 8:30. It was a fun weekend.

Day 7, April 27: A Day with Mike Canning

I was very happy to be going to Mike's house! They had a lot of kids to play with! After school we played outside in a nice big field with lots of flowers and birds! It was like home again. They have a baby possum and I helped to feed it! I had fresh string beans for supper! We played Nintendo for awhile and then to a friends to play! We all went to bed at 8:00. Mike gave me carrots for a bedtime snack!

Day 8, April 28: A Day with Katie

After school I was in Katie's backpack on the school bus. It was dark, so I was scared! When we got home, Katie showed me all her pictures and took me on a tour at her pretty house. I met 5 new friends - Katie, her mom, her dad, her sis, Jennifer, and dog Tyler. Then Katie read me a book called The Little Unicorn. Then it was time for Katie's piano lesson. I stayed home with Tyler. When Katie came home I posed for her while she drew a picture of me. We watched a little bit of Zorro and then Katie's daddy came home and we ate a Mexican dinner. I had some raw carrots. After dinner it was time for practicing riding a bike. Katie still doesn't seem to quite get it. We played a little with some kids from next door and now it is time to go in - it is almost dark. It's time for Katie to take her bath and then a quick snack and a big glass of milk. Off to bed I go with Katie. A story, a kiss, a prayer, and goodnight.

Day 9, April 29: A Day with Brandon

Aussie came home with Brandon and on the way home he got to throw a newspaper to someone's house. Then after he threw his paper it was off to Grandma's house to visit with all of Brandon's cousins. Boy, he had a lot of cousins - there were 5. I had a great time playing and watching a movie. I really enjoyed Adventures in Dinosaur Land. Then I watched Brandon out the sliding glass door while he played; I was scared to go outside since his grandma had a pet chicken named "Cheap-Cheap", and it likes to stand by the door.

Later it was time to get in the van and go to Brandon's house. But it was so late we had to hurry to get our bath, then eat our bedtime snack, and to get our teeth brushed and get in bed. Brandon's mom was really tired from watching all his cousins all afternoon, so she was ready for all the kids to be in bed. So I jumped in bed quick. Then Brandon's daddy read us a story and said our prayers and we went fast asleep.

Brandon and I woke up early to watch cartoons, then it was time to eat, and boy was I hungry. Brandon talked me into eating some of his cocoa puffs. They were GOOD. Now its time to hurry and get to school. I really had a fun time at Brandon's.

Day 10, April 30: A Day with Kendra

Today I went home with Kendra. When we got to her house we had a carrot snack. Then we went to play with Kendra's friend, Brian. It just so happened that Speedy from Mrs. Loerzel's class was visiting Brian. While Kendra and Brian played, Speedy and I were playing too. We went swinging, had races, colored, and just sat and talked. Then it was time for supper. After supper we went back outside to play. We came in when it started getting dark. We took a shower, changed into p.j.'s and watched the last Cosby show on T.V. Then it was time for brushing teeth, saying prayers and off to dreamland. Boy, did I fall asleep fast!

Before I knew it, morning was here and we had to get ready for school. For breakfast, Kendra and I shared waffles, they were good! Now Kendra is packing her bookbag and is almost ready to leave for school. I get to ride the bus with Speedy. I had a very fun time visiting Kendra.

Day 11, 12, 13, May 1, 2, 3: Days with Allison

Today I went to Allison's house. We went on the bus. It was very noisy! I was scared inside Allison's backpack. For snack we had a nice fresh carrot.

Then we went to Jennifer's house. I watched Allison and

Jennifer swim. And then we played a game of house and I was their pet rabbit.

May 2nd

Last night I went into a big bed and slept with Allison. It was dark and scary when I fell between the bed and the wall.

On Saturday I ate breakfast with Allison. It was good. Later I played with Jenny Hanson. Next I was talking to the other animals and babies in the yellow cradle. We were supposed to be taking our naps, but we talked instead.

On Sunday I went to Sunday School and listened to a story. Then I came home and helped take care of Misty, Allison's dog who was sick.

Day 14, May 4th: A Day with Kelsey

I was so happy to finally have a day with Kelsey. We had a great time on the bus ride home. I met all of Kelsey's friends including her best friend June. We got off the bus and found out that Kelsey's mom had to take her sister Jordan to the doctor, so we had to go to June's house. We had a snack of Teddy Graham cookies and then we went outside to play with Timmy and Joshua. We played T-Ball, cops & robbers and we danced in the street. Then we came in and had dinner. We had corn on the cob and cucumbers which I love but not the other stuff Kelsey's mom gave us. After dinner we had a bath and then it was time for bed. We had so much fun together I hope I can go home with Kelsey again real soon.

Day 15, May 5: A Day with Jennifer

I got to go home with Jennifer today. I got to see Jennifer's car. It was exciting. She had two brothers in the car too. We went straight to the store to buy balloons for her brother Christopher. His party was today. We had pizza for lunch. Jennifer's mom made me some carrots. I got to be part of the party. I was watching Jennifer's Uncle Michael playing in the pool with all the other kids at the party. While they were playing a water balloon game, I had to watch from their porch. I had a big day, so Jennifer's mom put me in Jennifer's room to take a nap.

After a little while, Jennifer got me up from my nap. I watched her color in her coloring book. After she did two pictures, she said, "Could you pose for me?" She made a picture of me. Then we had dinner in her family room, and watched 101 Dalmations. Then we took a bath and went straight to bed.

Day 16, May 6th: A Day with Timmy

I was so excited today. I got to go home with Timmy! We got on a bus named Marty Mouse and I got to meet Timmy's sisters, Catie and Amanda. After a short walk from the bus stop we arrived at Timmy's house. Timmy's mom got us a snack and then I met Tim's cats, Spike and Sam. I think I had better watch out for Spike, Tim said he is very playful and gets into a lot of trouble. We then went on a ride in Tim's green tractor and I met Tim's best friend, Joshua. We then got to ride in Tim's mom's car to take his brother, Andrew and sister, Catie to the doctor.

After that we went to Amanda's championship softball game. That was really exciting! We had dinner while we watched the game. I also got to meet Tim's Aunt Laura and cousin Matthew at the game. There was so much noise at the time that my ears hurt. Amanda's team won and we jumped up and down! What a fun night! By the time we got back to the house it was bedtime. We took a quick shower, Tim's mom washed me up with a washcloth. I fell asleep in Timmy's arms with Spike sleeping next to us.

Day 17, 18, 19, 20 May 7, 8, 9, 10: Days with Michelle

Oh, boy, today I got to go home with Michelle. Michelle's mom picked us up, including her sister Amanda. Michelle made sure that I had my seat belt on. We had a snack and then we went to Allison's house and played. After we got back to Michelle's house, I was introduced to Michelle's other sister, Dawn. I wasn't able to meet Michelle's Daddy, because he was in France. Towards evening I saw the space shuttle Endeavor going up into space. Then time to go inside and get ready for bed. We had a slumber party in Michelle's Dad's and Mom's room with her sisters and had a pillow fight (what fun), then I fell fast asleep.

May 8

After breakfast, we went outside and played with Michelle's friend, Christian. I even played with the dolls. After playing all day, we had dinner; then I went for a walk. It was then time for baths and bedtime. I went fast asleep.

May 9

After breakfast I played with Michelle and Christian again. We played Girl Scouts, then we played "chase" with Michael. We went to McDonalds for lunch. We played the rest of the day at home until we had to go to bed. Boy, I was sure tired.

May 10

Today we swam around the pool and ate lunch and had snacks around the pool. It was a relief not to play so hard. I finally got to relax and even took a nap. Tomorrow, I will

be looking forward to spending the night with someone else. I have had a lot of fun at Michelle's. I will miss her.

Day 21, May 11: A Day with Rebecca

Today I went home with my friend Rebecca. We rode the school bus. Rebecca has something special. She has a sister who looks just like her and her name is Kerry. They look alike but I can always tell who is who.

Rebecca's Mommy picked us up at the bus stop and we went home. They have 2 dogs and 2 cats. Then Rebecca and I played and she spelled "Dog". She likes to spell. Then she took me to her friend Sara's house. Then I went swimming. We came home, ate dinner, played and watched a tape called The Last Unicorn. Then we went to sleep. We got up early, ate breakfast and went on the school bus to school.

Day 22, May 12: A Day with Kerry

Guess what! I went back to Kerry's and Rebecca's house. I got to see Kerry's two dogs and two cats again. Kerry's cat Gobo is a very special friend of mine. We played at Sam's house again and watched a movie. I was going to take a bath but I changed my mind.

I ate dinner, it was scrambled eggs and sooo good. Then I had a snack which was a big juicy carrot. Then I brushed my teeth and snuggled up to Kerry and went to sleep. When I woke up I got ready for school and went to the bus stop and rode the bus to school.

Day 23, May 13: A Day with Shalonda

Today I got to ride home with my girlfriend, Shalonda. We had a very long ride and then we stopped home and relaxed for awhile. After we rested up we went on a trip down to my Grandma's house. I introduced my best friend, Aussie to all of my relatives and they enjoyed her visit. We played house and we ate a delicious dinner. Aussie really enjoyed the day with me. Later on as it began to get dark we went home and took a nice short bath and then went to bed. I hugged my friend so tight and said goodnight.

Day 24, May 14: A Day with Mrs. Van Lue

Mrs. Van Lue worked after school so I played on the playground. I got even dirtier - especially my white tail!
Mrs. Panerella said I needed a bath and clothes wash.
Mrs. Van Lue brought me to her house in her white Stanza.
The seat belts are automatic and move by themselves!
She listened for people talking on her answering machine and checked the mailbox. She showed me the golf course in her

back yard - we found a golf ball near her patio - and she kept it!

A squirrel was in the bird feeder, so I played with him while she went back to school for a meeting. When she got back home we ate spaghetti and salad with Mr. Van Lue. I loved the carrot cake dessert. Then while Mr. Van Lue watched the Bulls and Knicks basketball game, I soaked for a LONG time in the tub. I felt better, and cleaner! Mrs. Van Lue has a lot of books and stories for reading - then to bed!

Day 25, 26, 27, May 15, 16, 17: Days with Eric

Today I went to Eric's house. I rode home with him and his brother on the school bus and we sat on the floor. When we got to his house I met his mom and sister. they are very nice to me. We had an ice cream bar and a McIntosh apple for snack.

Next, Eric rode me on his bike and popped-a-wheely. I was a little scared but Eric held me tight. We played with all of Eric's friends. He had a special friend eat over for dinner and spend the night. We didn't stay up very late but we had lots of fun!

May 16

Eric's house had a very big flood from the bathroom. I was trapped in his room, so I started swimming for my life!! Thankfully Eric can swim good and he rescued me. Boy, I was happy to see him! The carpet man had to come over to Eric's house and clean up all the water. We had to sleep on the floor in the living room but it was fun. Eric has big fans under the carpet to dry it so we can't play in his room, but we both like to play outside best.

May 17

Today was Eric's Mom's birthday so she slept late and Eric's Dad fed us breakfast. We had cereal and carrot juice; it was good. We watched cartoons for a little while then went outside to play. Eric's grandma and grandpa came up from Ft. Lauderdale to visit for a few days so we had a nice talk with them, then went back outside to play. Before I knew it, Eric's Dad called us in for dinner. We had a good dinner then ate cake and ice cream. It sure was yummy!!
I took a nice long shower with Eric and we got ready for bed. We have to sleep on the living room floor again but I like to pretend we are camping out! It's very cozy under Eric's blanket. I sure had a big adventure at Eric's house this weekend. We enjoyed each others company. I hope to see my new friend Eric again someday!

Day 28, May 18: A Day with Samantha

Today I went home with Samantha. It was very noisy on

the bus, but it's a real short ride. Her brother Matthew was on the bus and his friend Frankie. Sam's Mom gave us all some ice cream cake left over from Matthew's birthday. I watched from inside as Sam and Matt played with waterguns. Then we all went inside and Sam and I watched Matt and Stephanie play Battleship. Then we went to Aarron and Betsy's to play but they were eating dinner so we watched Maria and her friend exercise. Then it was time to come in for dinner. Stephanie went home and we ate tortellinis, tomatoes, and pink lemonade to drink. For dessert we had pineapple. Then we went outside to read my journal.

Then it was time to get ready for bed. We brushed our teeth, put on P.J.'s and went into the guest bedroom to watch T.V. Then Samantha's Mom came in to lay with us for awhile. I slept with Sam and we had waffles for breakfast. I met Sam's Dad in the morning and he was very nice. Sam's Mom is a teacher at Rosenwald so she dropped us off at Stephanie's house in the morning so she could go to work. I had a great time with Sam and Matt and hope to visit them again.

Day 29, May 19: A Day with Tara

Finally, finally I get to go to Tara's house - she has been waiting a long time for my visit, she says! I rode the bus home and then had to walk a long way home from the bus stop. Tara had something to eat (she eats like a rabbit!!) and then she went swimming with her little brother, Ryan. They showered afterwards and ate dinner. Tara gave me an onion to try and her brother gave me a hundred kisses! I loved them both. We brushed our teeth and all 3 slept in Tara's bed.

Ryan got up in the middle of the night and went downstairs to see his Mom because he was scared of monsters but I didn't see any!! (I think he was imagining them). Anyway, up at 6:45 and off to school early to look at the book fair. Maybe I'll find a book about my friend Peter Cottontail! Bye

Day 30, May 20: A Day with Josh

Today I went home with Josh - Josh's Dad picked up up and then we stopped and picked up Josh's Uncle Kurt and went to play golf. Now back at Josh's house it was time to feed Josh's new sister Jenna. After we went out and washed the car, we played out in the front yard. We had to go inside and take a bath. Josh and I played for a long time in the tub. We got on our pajamas and helped Josh's Mom get the baby to bed. Then we painted. After I helped Josh pack because he is going away for the weekend - well off to bed - it's late.

Now it's morning. Josh and I are going to have cheese

grits and a vitamin. Josh is helping with the baby again. His Mom says he helps a lot when his Dad goes to work. Now we have to go to school. Josh says he gets to go to the YMCA before school - sometimes they play speed ball - sounds fun!

Day 31, May 21: A Day with Brittany

Today I went home to meet the Burchill family. As soon as I got there, Brittany had me sit so she could draw a picture. It was a great drawing! We then went to her friend Shannon's to swim. I came back to Brittany's and helped her and her father with the lawn. We came inside and had a cool drink, and helped Mrs. Burchill practice her guitar. I saw lots of my friends here. They live in Brittany's yard. We then ate and went to sleep. I slept all night in Brittany's bed. The next morning we dressed, ate waffles and we walked off to the bus stop. I hope I get to see Brittany again. She's my friend.

Day 32, 33, 34, 35, May 22, 23, 24, 25: Days with Justin

Well, I'm going home with Justin Williams today. He told me we were going camping at Ft. Wilderness with his Mom, Gayl, Dad, Jim, and his sister, Heather. I wonder what camping will be like? When we got there I met a new family, the Wallners, Susan, Rick, Amber and Paul. We all set up tents and a pop up camper to sleep in. It's like a house on wheels. that night we rode bikes and cooked dinner and went to bed early because tomorrow we are going to a place called Epcot. I can't wait!!!

May 23

What's that noise? It's a bird singing -I guess it's time to get up. I smell something good. It must be breakfast. Miss Susan was cooking pancakes. They weren't any old pancakes. They looked like Mickey Mouse. They had chocolate chip eyes, nose and mouth. Yum! Yum! Well, we're off! We gook a bus and then got on a monorail. Wow, that was fun! What is that? It looks like a big silver golf ball. Justin said it was Epcot.

We went to World Showcase. We visited many different countries - Mexico, China, and Norway. We had fun on the rides and seeing all the pretty things that the people made. I bought a Pagoda for Mrs. Van Lue. Boy, I'm getting hungry from all that walking. We had lunch at a place called The Land. Justin had a B-que sandwich and I had a salad. They grow all the vegetables right in their very own garden. Boy could I have fun if I got loose - eating all those veggies!!

Next we went to the Living Seas. We saw Chester, the baby manatee. He is so cute. He eats my favorite food - lettuce! Next we went to the world of energy. Guess what we saw -Dinosaurs! Boy are they big! Next we went to Wonders

of Life into a space ship and they shrunk us and injected us into someone's body to save a doctor. Boy, was I scared. Were we ever going to get big again?

Next we went to Horizons. They showed us what it might be like to live in the future. Next we went to world of motion. They showed us all different kinds of transportation - from cave to spaceships. I like the spaceship. We even got to pick where we wanted to go! I'm getting real tired and hungry. We went back to the campground. I ate some salad and fell fast asleep. I had a wonderful day!

May 24

I wonder what today will bring? Justin's Mom said we were going pool hopping. We went to Dixie Landing, Port New Orleans Yacht Club. We ended back at Ft. Wilderness. Swimming is hard work, but fun!

Then we got into our car and went to Longwood for a church picnic and to listen to Paul sing. then we got back into the car and went back to Ft. Wilderness. We watched the electrical parade on water. Then we saw the fireworks. Boy, the Williams do a lot of stuff. Goodnite!

May 25

Well, it's time to go home. I'm sort of glad. I'm pooped! I need a rest before I go back to school. I really had a good time.

Day 36, May 26: A Day with Drake

Today I went home with Drake, his mother and sister. Brittnee picked him up from school. We made a quick stop at Food Lion to get some oil to cook the fish the family caught on Memorial Day weekend. I watched Drake eat an ice cream (because he got a happy note) and an apple.

It was very hot outside so we watched a Bible video and I got to sit in Drake's recliner! He has one just like his Dad's, but his size. We went swimming in Drake's pool. He reminds me of a fish. I met Drake's Dad and watched them play catch. The whole family, including me, were tired from Memorial Day weekend. I'm glad they had a fish fry instead of rabbit stew. Drake got his shower while his sister played with me. It was 8:30 and time for bed. Drake's Dad tucked us in and we said our prayers. I thanked God he let me spend a day with a loving family.

We woke up and had cereal and toast for breakfast. Drakes' Mom spikes Drakes' hair and my ears. We are getting ready for field day at school. Can't wait to see who I'll go home with next!

Day 37, May 27: A Day with Bryan

Me and Aussie took the bus home. We rode Petey Penguin. After school we had a snack. Then Aussie and I went outside to jump on our trampoline. We had to come in so we could drive my sister to her friend's house. Aussie held one of my twin sister's bottle while we were in the car. While we were on our way a really bad rainstorm started. The thunder was real loud and Aussie was a little scared. When we got back home we helped my Mom make "whoopie pies". I'll bring you one if Aussie doesn't eat them all.

After dinner we helped with the babies, Kathryn and Laura, and then it was time for bed. GOOD-NIGHT!!

Day 38, 39, 40, May 29, 30, 31: Days with Michael Hetrick

Well, I went home with Michael Hetrick today! We were both very happy to finally get to know each other! His Mom came to our class for the PTA party, so we went home early with her. I also met his sister, Melissa. She was nice (and pretty!)

When we got home, Michael called Jenny to come over, and a neighborhood friend named Katie came over too. We had fun playing "turtles" and then we had a snack. I've been having a lot of carrots lately - raw carrots, cooked carrots, carrot juice and carrot cake - so... I asked Mrs. Hetrick if I could skip the carrots this weekend. I like carrots but enough is enough! She said it was okay with her, because Mr. Hetrick absolutely hates carrots anyway!! We had graham crackers and lemonade instead!

We took Jenny home and when we came back, Michael's Mom read Aussie's Adventures to us. We had soup and sandwiches for dinner, and afterward looked at the LME yearbook. I got to see all my friends from Mrs. Van Lue's class and Dr. Pinnell and Ms. Casey. It is a nice book.

I also got a chance to meet Michael's oldest sister, Tracy, who is in 6th grade. She likes to tease Michael! Michael has a big dog named Sammy. I plan to stay far away from him - I think he would just love to play with me, and I might lose all my insides! We watched Steve Orkel on T.V. and went to bed. Michael's sisters have an early soccer game tomorrow! Good night!

Sat., May 30th

We went to Tracy and Melissa's soccer game early in the morning. They lost, but it was a good game! I watched Michael play in the afternoon. Boy, is he a good player even though his team lost 1-0. Michael wants me to tell you that his team didn't have any players to use as subs!! It was tiring!

I was tired from my busy day of soccer, so Michael's

sister Melissa, baby sat for me while Michael went with his Dad to a Thunder game. I slept like a baby rabbit!

Sun., May 31st

I woke up early and went to church with Michael's whole family. After that, I went with Michael to his friend's birthday party. It was a pool party and it was fun! I had pizza and ice cream cake. At home, I played "turtles" with Michael and later went to Sonny's for dinner. I like barbequed food! Michael's Mom tucked us into bed after writing in my journal. It has been a super weekend with a great kid named Michael Hetrick!!!

Day 41, June 1st: A Day with Brittney S.

As soon as I got to Brittney's house after school her little sister was waiting for her at the door as she does everyday and she gave me lots of hugs and kisses. Her name is Andresha but her nick name is Porky. In this house I think I forgot who I came home with - Brittney or Porky. Brittney only has one little sister and no brothers. She has a sweet Mom but she does not like to cook. So she said she would fix us something simple, like hamburger helper. We all ate and not I understand why Porky is called Porky. She's only 2 years old but she eats like a 10 yr. old. She's still a sweetheart. Brittney grabbed me out of Porky's arm. And I think a fight got started at the dinner table. They both were pulling my arms. Brittney's mom grabbed me away from them both and boy was I glad she gave them both a bath. While I waited in their mom's room, they both said prayers. Brittney did not kiss me goodnight but Porky sure did. When I fell asleep I remember being in bed with Brittney but by morning I was in bed with Porky.

Brittney's Mom dressed her for school and gave us some pop-tarts because she does not like cooking in the morning either. Their Mom carried me in their bedroom and I gave Porky a good-bye kiss. I believe out of all the students that took me home, Porky will miss me the most, but I enjoyed the whole family.

Day 42, June 3rd: A Day with Thomas

I was supposed to go home with Thomas on Tuesday, June 2nd, but he forgot to take me, so I went home with him on Wednesday instead. When school was out Thomas' Grandma came to pick us up in her white car. Before we got to Grandma's house, we went to the grocery store and then went to Grandma's house. Thomas and I played together and watched some T.V. Then Thomas' Mom came to pick us up and it started to rain. Thomas' Mom had to go to the grocery store also. Since it was raining we had to use an umbrella. In the store we got the stuff to make Thomas' birthday cake. His birthday is Friday. He will be 6. when we got home we had hot dogs

for supper. Then Thomas took a bath and then we got ready for bed. Thomas let me sleep with him in his bed. His Mom tucked us in and kissed us goodnight. The next morning we got up when Thomas' Mom woke us up. We had a bowl of cereal for breakfast. Then Thomas' Mom took us back to Grandma's house and then left for work. Grandma took Thomas and me to school.

Day 43, 44, 45 Friday, June 5, 6, 7: A Day with Cammy

I rode the Marty Mouse bus home with Cammy. Her Mom was waiting for us at the bus stop. When we got to Cammy's house we put on our bathing suits. I watched Cammy go swimming. The water was a bit cold for me so I did not go swimming. After taking off my bathing suit I watched some TV with Cammy. Then I watched Cammy put together a 100 piece Ariel puzzle. She was missing one piece. She discovered a piece was missing after dinner. (I had one of Cammy's carrots). We skipped bath after swimming one more time. We're tired, we must go to bed soon. Cammy's Mom read us part of Peter Pan. Cammy tucked me in.

Saturday, June 6

Cammy and I woke up late this morning. She ate waffles and I had some cucumber. After breakfast we were in a big rush because we had to go to two parties. Then we got home in time for dinner. I ate carrots then we got our pajamas on, then we read more of Peter Pan and went to bed. By the way, I was sunbathing by the pool and a storm came so I had a little shower.

Sunday, June 7

I woke up and we had breakfast. Cammy's whole family cleaned the house to get their allowances. Then Cammy and I tried to put her 100 piece puzzle together again. Then we decided to go swimming and after awhile we invited one of their friends over to swim with us. The friend was in first grade. After swimming awhile we went in the house and played a game. Rachel (the friend) left about 5:00. She had to run in the rain. Cammy's mommy fixed dinner and they took their bath and put their pajamas on before their Mom read the rest of Peter Pan. At 8:56 we got into bed. Cammy said her prayers and had her back scratched while hugging me. I had very much fun with the Schulz's and hope to see them again.

APPENDIX V

STRATEGIES TO EXTEND STUDENT THINKING

STRATEGIES TO EXTEND STUDENT THINKING

Remember "wait time" -
Provide at least three seconds of thinking time after a question and after a response.

Utilize "think-pair-share" -
Allow individual thinking time, discussion with a partner, and then open up the class discussion.

Ask "follow-ups" -
Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?

Withhold judgment -
Respond to student answers in a non-evaluative fashion.

Ask for summary (to promote active listening) -
"Could you please summarize John's point?"

Survey the class or group -
"How many people agree with the author's point of view?" ("thumbs up, thumbs down")

Allow for student calling -
"Richard, will you please call on someone else to respond?"

Play devil's advocate -
Require students to defend their reasoning against different points of view.

Ask students to "unpack their thinking" -
"Describe how you arrived at your answer." ("think aloud")

Call on students randomly -
Not just those with raised hands.

Student questioning -
Let students develop their own questions.

Cue student responses -
"There is not a single correct answer for this question. I want you to consider alternatives."

APPENDIX W

SAMPLE OUTLINES FOR VOLUNTEER DIRECTED LEARNING CENTERS

SAMPLE OUTLINES FOR VOLUNTEER DIRECTED LEARNING CENTERS

Center 1

Nut Graph:

1. Lay nuts out in middle of table; match nuts, one-to-one on tray;
2. Use colored paper squares to represent each nut and place on graph;
3. Illustrate and describe results by using "More, Less, and Same" cards;
4. Ask students to count how many there are of each type.

Center 2

Leaf Discovery and Discussion:

1. What can we find out about these leaves? (What can you say about their color, shape, length, pattern, width?)

   Classify and sort the leaves into sets on tagboard by wide or narrow leaves, or by any or all of the above characteristics, as time allows.
2. What is the same about these leaves? What is different?
3. What can you learn from touching the leaves?
4. Do they look different using the magnifying glass?
5. Which leaf is the strangest?
6. Sequence the leaves from smallest to largest.

Center 3

(After observing characteristics of spiders from pictures, students should try to follow rebus directions on the chart for making snack)

1. Spread peanut butter between two round crackers.
2. Insert eight pretzel legs into peanut butter.
3. Add 2 raisin eyes on top of cracker using peanut butter.
4. Eat and enjoy!

APPENDIX X

SAMPLE PARENT COMMENTS

SAMPLE PARENT COMMENTS -
REGARDING GUIDANCE CHILD IN THINKING SKILLS DURING ACTIVITIES

We made a crayon color book. Also tasted different color foods. Talked about primary colors. Last, we made C's with our body and practiced writing them. Some of the projects I skipped because I believed they were a little too simple. such as: identifying capital and lower case C's, also the tasting of different colored foods, but this was fun anyway. the Science project of making a rainbow sounds like something Jacqueline will like, as soon as we have a sunny afternoon we are going to try this together.

I feel fortunate that you would take the time for these activities. I believe Brittany became a better problem solver because of the games. Thank you!

We enjoy the idea of bringing work home to do, "homework".

Cammy looked forward to each activity. We should have encouraged her oral expression more.

He liked solving the problems; the challenge was great! He also liked to have me play with him rather than alone. It is great interaction between parents and the child with educational value!

To develop a sense of responsibility. To take care of home activity materials. Thank you for being patient and concerned for Raphael's learning.

Overall, I thought the projects were very beneficial. Thank you for your extra time put into doing this for our children.

Taught my child organization, top to bottom, and patience. Provide more of the same! I had fun too! All my children enjoyed playing, ages 10, 9, and 5.

I used a knife to scrape crayon shavings. Allison traced and cut the crayon pattern twice. then she sprinkled the shavings between the waxed paper. I ironed the crayons together. She loved doing this and made several more. We didn't have time to do any other activities.

Samantha wished there was more to do! She enjoys having "homework" like her big brother. Writing numbers were very meaningful!

I helped Kendra to correctly pronounce her words - especially the beginning and ending sounds. This has helped toward her speech improvement.

APPENDIX Y

TV COVER LETTER, RELEASE AND NEWSPAPER ADVERTISEMENT

(407) 322-5218

January 24, 1992

Dear Parents:

The County Community Relations Department has selected for a community relations segment being filmed by Channel 18. We have selected Mrs. VanLue's class to be filmed on Wednesday, January 29, 1992. In order to do this we need your permission. Please complete the attached Personal Release Form and return it to school by Wednesday. If your child does not return the form, he/she will not be included in the filming.

This is a wonderful opportunity for your child and Lake Mary Elementary. Thanks for your cooperation.

If you have any questions, please contact the school.

Sincerely,

Sherrill A. Casey

Sherrill A. Casey
Principal

WKCF-TV
Personal Release

I grant WKCF-TV18 the following rights in consideration of their use of my appearance, or of materials supplied by me, in a television production to be produced by WKCF-TV18.

1. WKCF-TV18 may use my name, likeness, voice and the material supplied by me for purpose of advertising, publicity and sales promotion.

2. WKCF-TV18 use of my appearance and/or the material provided by me as described above will not violate the rights of any person or organization and will not incur any liablity for payment to any person or organization.

ACCEPTED AND AGREED:

Name (Print)_____

Address_____

City_____ Zip _____

Signature_____
(Parent/Guardian's signature if under 18)

Production: _____

Witness: _____

Date: _____

Telethon aims to help fill gaps left in school funding

Jerry Lewis won't be there, but an assortment of Central Florida media personalities have signed on for *School Aid*, a telethon to raise money for Central Florida schools airing today on WKCF-Channel 18.

Money received during the six-hour telethon will be distributed to school foundations in Orange, Osceola, Lake, Seminole, Volusia and Brevard counties, where it will be used to buy basic supplies such as paper and pencils, which are in short supply at many schools.

Beginning at 9 a.m., the network will air the movies *American Graffiti* and *The Blues Brothers*, which will be interrupted for 14 telethon breaks originating live from the Central Florida Fair. Viewers will be able to phone in pledges by calling (800) 638-5662. Although the telethon will conclude at 3 p.m., the phone lines will remain open until midnight.

Carole Nelson, former local television anchor and radio personality, will host the live segments, which also will feature Central Florida disc jockeys Tuna and Joe Finger from WHTQ-FM (96.5); Joe Nasty, Bruce B-Box and Frank the Janitor from WJHM-FM (101.9); Baxter and Mark from WDIZ-FM (100.3); Big Red from WWKA-FM (92.3); and Bob O'Brien from WOCL-FM (105.9).

Event coordinator Adam Yapkowitz said that even modest contributions can make a big difference.

"We don't want to seem like we're begging for money," Yapkowitz said. "Basically, we're trying to get every business and family to donate one dollar."

More importantly, he wants to raise public awareness.

"We've found out that unless you have kids in school, you don't really understand what's happening. By talking to teachers, we've found out that elementary school students are doing without glue, pencils, paper and construction paper — and it's not fair.

"We want to get that message out there that something should be done."

(Staff, Orlando Sentinel, 2/29/92, p. E4)

APPENDIX Z

SCHOOL-WIDE POST OFFICE

SAMPLE INTER-SCHOOL MAIL LETTER

KINDERGARTEN POSTAL SERVICE

Child's Name
Room #____
Elementary
, FL * (zip)_____

Sticker
(Your Choice)
for
Stamp

Child's Name
Room #_____
Elementary
, FL * (zip)_____

* **Refer to Zip Code Chart:**

00000 - Kdg.; Art; Music; Principal; Cafeteria
11111 - First grade; Pre-K
22222 - Second grade; SLD; Media; PREP; Speech
33333 - Third grade; Clinic; P.E.; Office; Guidance; Janitors
44444 - Fourth grade
55555 - Fifth grade

TO: Elementary Staff
RE: Postal Delivery System (Kindergarten Activity)

The Elementary Post Office will be opened for business the last week in February, Monday, Feb. 24 through Friday, Feb. 28. Kindergarten students will deliver mail to every room in the school.

Elementary Postal Regulations require that:

1. Letters must be properly addressed (Sample attached)
2. Letters that cannot be delivered, with no return address, will be placed in the dead letter box in the office.
3. Postage is required and must be placed in the upper right hand corner of the envelope.
   a. Pre-stamped envelopes are allowed (hand drawn).
   b. Postage stamps may be affixed (trading stamps, stickers, etc. Please, DO NOT use real U.S. Postage Stamps).
4. Envelopes must be no smaller than 3 1/2" x 6" and no larger than 6" x 8 1/2".

There will be two collection boxes in the Elementary Post Office System; one box will be outside the office, the other will be outside the Oasis. Mail will be collected once a day, approximately 9:30 A.M. Kindergarten students will take the mail to their classes where it will be cancelled, sorted by zip codes, and delivered the following day (Overnight Delivery at no additional cost). Postal employees are the only authorized personnel to remove mail from the collection boxes.

With the cooperation of everyone, the Kindergarten students will have a good learning experience. The other students will have the fun of mailing letters to their friends.

Please post ZIP code map (ZIP assigned by the Elementary Post Master) and sample envelopes where they can be seen in your room. If you have any questions, please contact us.

Thank You!

Your Elementary Post Office Management

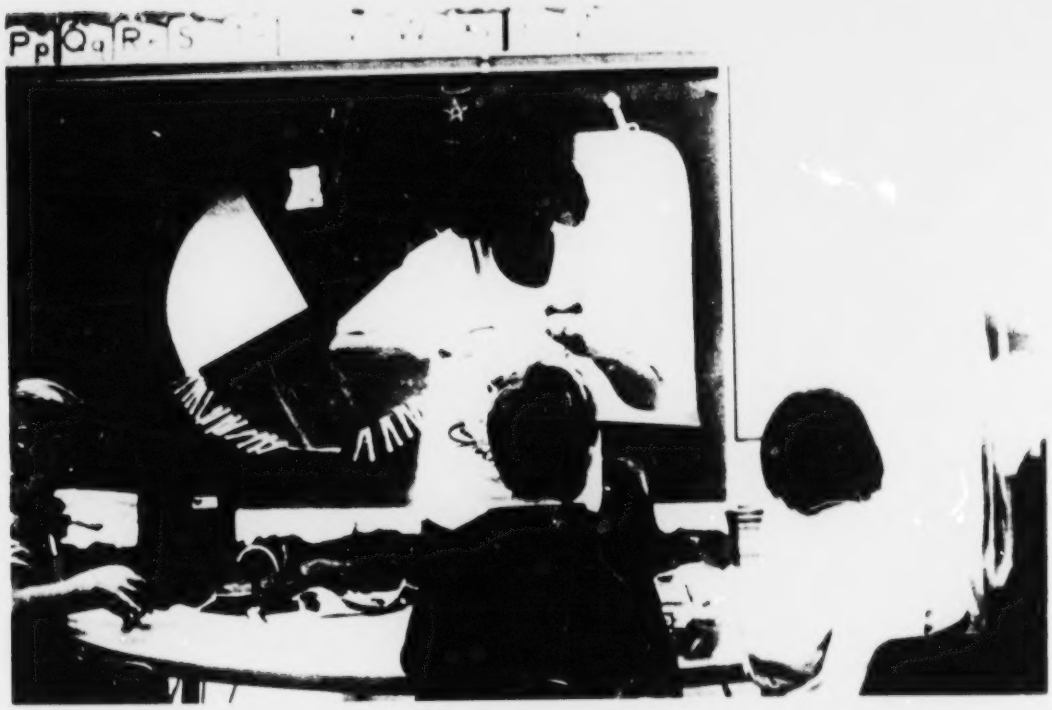
ELEMENTARY POSTAL ZIP CODES

00000 - Kindergarten; Art; Music; Principal, Cafeteria
11111 - First Grade; Pre-K classes
22222 - Second Grade; SLD; Media; Prep; Speech
33333 - Third Grade; Clinic; P.E.; Office; Guidance; Janitors
44444 - Fourth grade
55555 - Fifth grade.

APPENDIX AA

PHOTO LOG OF PILOT PROGRAM ACTIVITIES

CLASSROOM
CENTERS WITH VOLUNTEERS



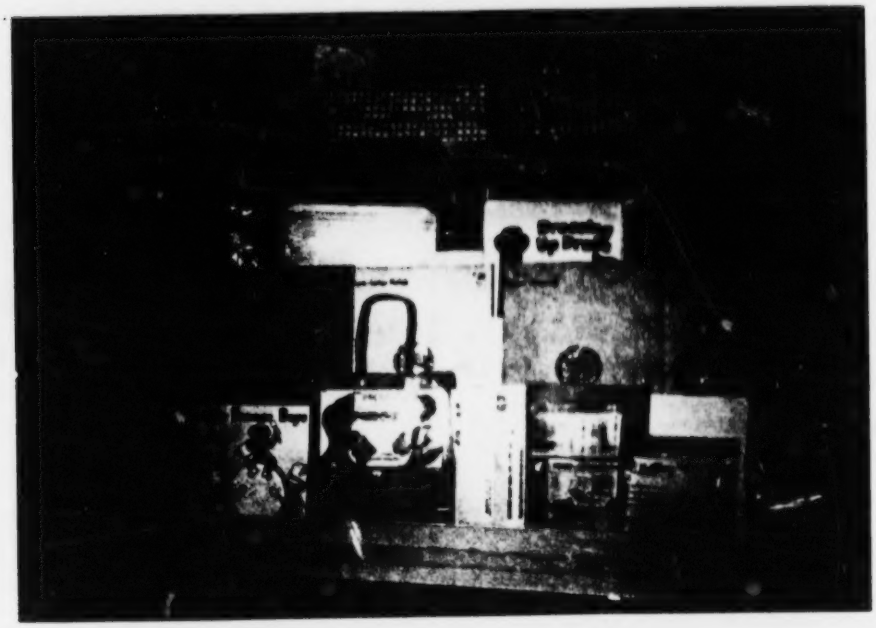
BEST COPY AVAILABLE

CENTER DAY WITH VOLUNTEERS

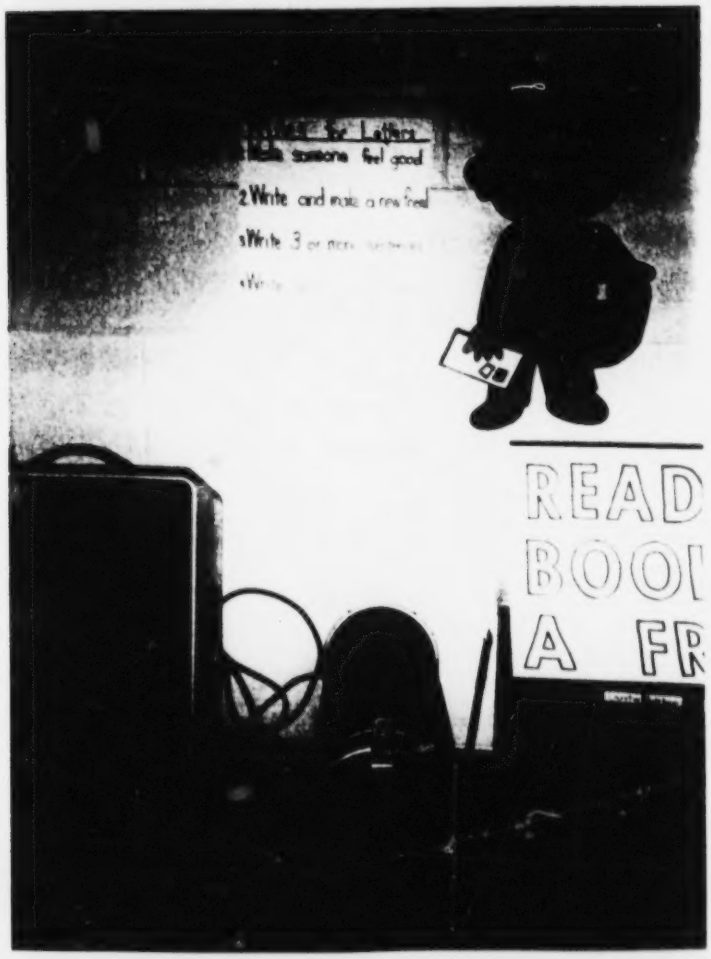
ACTIVITIES FOR HOLIDAYS AROUND THE WORLD

BEST COPY AVAILABLE

LEARNING ACTIVITY PACKETS



INTRA-SCHOOL POST OFFICE



BEST COPY AVAILABLE